

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

Nozuko Ndamase

(NDMNOZ002)

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Academic Supervisor: Assoc Prof Sarah Chapman

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Student number	NDMNOZ002
Student name	Nozuko Ndamase
Signature of Student	<input type="text" value="Signed by candidate"/>
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## List of Acronyms

AGOF	Allan Grey Orbis Foundation
AP	Association Programme
CEO	Chief Executive Officer
EDP	Entrepreneurial Development Programmes
FP	Fellowship Programme
IVC	Ideation, Venture, and Creation
KEQ	Key Evaluation Question
NDP	National Development Plan
NSC	Non-Success Case
RQ	Research Question
SC	Success Case
SCM	Success Case Method
SKA	Skills, Knowledge, and Attitudes
SP	Scholarship Programme
ToC	Theory of Change
UCT	University of Cape Town
UKZN	University of KwaZulu-Natal
UP	University of Pretoria
USA	United States of America
Wits	University of the Witwatersrand

## Abstract

This dissertation presents a comprehensive evaluation of the Association Programme of the Allan Gray Orbis Foundation (AGOF), which is designed to foster entrepreneurial activities among its participants. The evaluation employs a dual focus, integrating both theory evaluation and outcome evaluation methodologies to assess the effectiveness of the programme.

The theory evaluation utilizes a descriptive research design, examining the programme's Theory of Change (ToC) and aligning it with empirical evidence. Key methodologies included an extensive literature review and semi-structured interviews conducted with subject matter experts. Data analysis was performed using thematic analysis to ensure a robust understanding of the programme's underlying assumptions and causal pathways.

The outcome evaluation, adapted the Success Case Method (SCM), focuses on identifying and analysing successful and non-successful cases among programme participants. Initially, a review using existing AGOF database was conducted to identify potential success cases, followed by in-depth interviews to gather qualitative data from selected individuals.

Findings from the theory evaluation indicate that the AGOF Association Programme's ToC is supported by empirical evidence, emphasising the criticality of mentorship and resource accessibility for entrepreneurial success. The outcome evaluation reveals that many fellows successfully established socially responsible, high-impact enterprises while also highlighting challenges regarding access to financial resources and the application process for funding.

Overall, the integrated findings from both evaluations reflect the programme's positive impact on fostering entrepreneurial capabilities among participants while also pointing out areas for improvement, particularly in enhancing funding accessibility and ongoing support mechanisms for fellows.

**Key words:** *Entrepreneurial development, Programme evaluation, Social impact, Financial accessibility, Mentorship.*

## **Chapter One: Introduction**

This dissertation reports on an evaluation of the Association Programme – the last component of the Allan Gray Orbis Foundation’s (AGOF) pipeline programme strategy, which focuses on entrepreneurial activities such as workshops on business conceptualization, seminars on moving from business concept to launch, quarterly business workshops, entrepreneurship training, and a ventures accelerator. The overarching objectives of these activities are to offer guidance on operating businesses at an optimal level (Allan Gray Orbis Foundation, 2015).

### **Background to the Evaluation**

The numerous challenges and complexities in the South African economy stem from the apartheid regime, during which the economy was deliberately designed to be non-inclusive. Its legacy still lingers on three decades since South Africa obtained its independence. This is because, even though there was a shift in political power in the year 1994, when South Africa had its first democratic president, the complex issues around social and economic transformation remained unresolved (Francis & Webster, 2019; Mosala et al., 2017; National Planning Commission, 2012). This results in an unequal distribution of opportunities, manifesting in the triple challenges of poverty, inequality, and unemployment.

Tregenna et al. (2021) state that the South African economy faces several challenges, including low rates of economic growth, lack of structural transformation, and non-inclusive growth. These challenges have resulted in extreme levels of poverty, inequality, and unemployment, which are not only manifestations of a non-inclusive growth path but also constraints to growth itself. The triple challenges contribute to wasted human resources, a lack of social cohesion, social instability, and poor developmental outcomes, all of which constrain South Africa’s economic growth (Tregenna et al., 2021). South Africa is one of the most unequal nations globally, with half of its population enduring significant poverty (Francis & Webster, 2019).

Economic growth is at a standstill, inflation remains high compared to the developed world, and the unemployment rate continues to rise (Francis & Webster, 2019; Goryunov et al., 2023). As per Statistics South Africa (2023), the unemployment rate in South Africa is documented at 32.9%, ranking among the highest globally. Youth unemployment reached a peak of 60.70% by the conclusion of the second quarter.

Entrepreneurship is proposed as a remedy for the triple challenges outlined in the National Development Plan (NDP), a key policy of the South African government aimed at addressing poverty, inequality, and unemployment. The NDP serves as the country's comprehensive socio-economic framework, focusing on sectors that can be harnessed for job creation and alleviating unemployment (National Planning Commission, 2012). Mzangwa (2016) further supports the notion of entrepreneurship as powerful strategy for addressing the triple challenges of inequality, poverty, and unemployment in South Africa. Entrepreneurship has the potential to create new job opportunities thus reducing unemployment rates, successful entrepreneurs are in a better position to generate wealth not only for themselves but also for their employees and the broader community through job creation and economic growth. In addition, by starting and growing their own businesses, entrepreneurs are able to lift themselves and others out of poverty thus contributing to a more equitable distribution of wealth (Mzangwa, 2016).

The NDP proposes various measures to promoting entrepreneurship, including reducing administrative costs to start a business, addressing equity or seed funding gaps, improving the quality of business models and support, and creating strong markets for businesses to buy and sell (National Planning Commission, 2012). The plan also proposes that institutions of higher learning introduce entrepreneurship programmes to provide skills training that meets the needs of the economy and society as a whole (National Planning Commission, 2012). Entrepreneurship offers a solution by leveraging innovation to meet societal needs or establish enterprises that generate significant employment and wealth. This approach not only sustains livelihoods, leading to a decrease in poverty but also tackles socio-psychological issues associated with unemployment, such as crime. Additionally, entrepreneurship cultivates transferable skills in the youth, fosters innovation and resilience, and contributes to the upliftment of local communities (Awogbenle & Iwuamadi, 2010).

Entrepreneurship is defined as the process of identifying a market need, developing a business plan, taking financial risks, organising, and executing the business to generate profit while addressing the identified need. The impact of entrepreneurship on economic development is significant and is viewed as a key solution to enhancing economic growth and reducing high unemployment rates (Awogbenle & Iwuamadi, 2010; Kumar, 2017; Meyer, 2014).

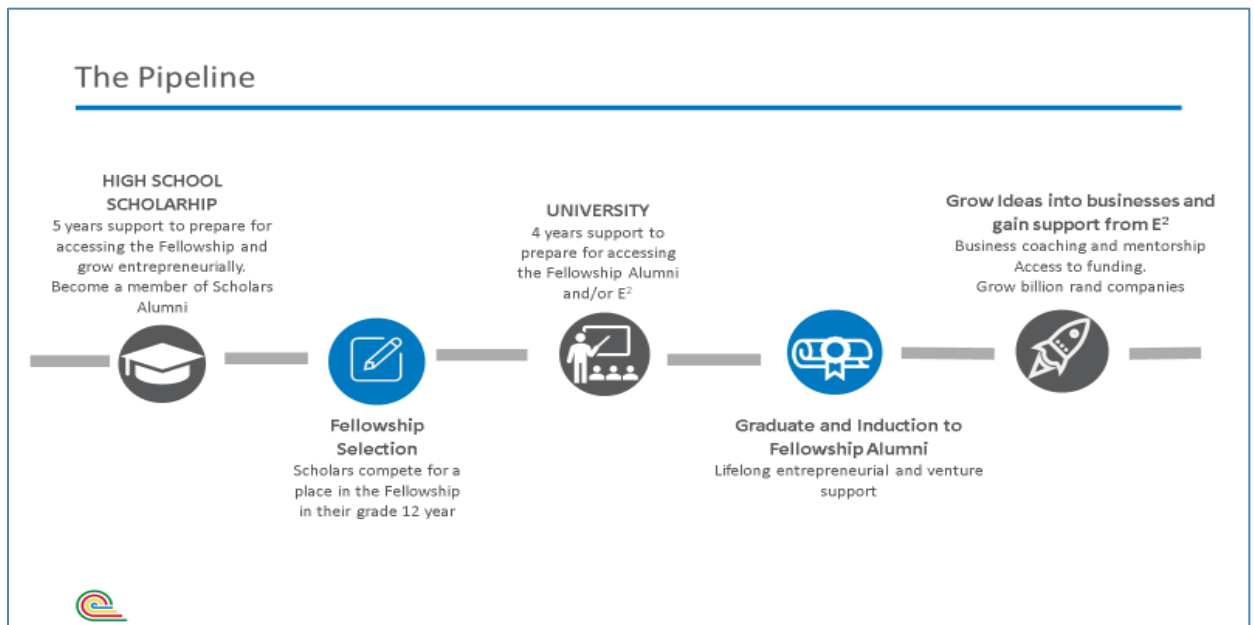
## Programme Description

### Background of the foundation

AGOF is dedicated to fostering high-impact, responsible entrepreneurship in Africa. Founded in year 2005 by Dr. Allan Gray, the foundation aims to cultivate a new generation of entrepreneurial leaders who will drive economic and social transformation in their communities. The foundation believes that the prosperity of the nation lies in empowering youth with the potential for entrepreneurial greatness, fostering a mindset of innovation, determination, and excellence. (Allan Gray Orbis Foundation, 2024). AGOF operates a structured pipeline model designed to guide participants through various stages of their entrepreneurial journey (see Figure 1).

**Figure 1**

*AGOF Programmes Pipeline.*



*Note.* Figure by Allan Gray Orbis Foundation (2023)

The key programmes include:

- **Scholarship Programme:** This programme targets high school students (Grades 8-12) who demonstrate potential for entrepreneurship. It provides mentorship,

personal development, and entrepreneurial education to nurture their skills and mindset (Allan Gray Orbis Foundation, 2024).

- Fellowship Programme: Aimed at university students (1st-4th year), this programme offers needs-based funding and support to deepen their understanding of entrepreneurship. It includes mentorship from industry professionals and focuses on developing viable business ventures (Allan Gray Orbis Foundation, 2024).
- Association Programme: which forms the basis of this evaluation report is a programme that serves as a network for graduates of the Fellowship Programme, known as Allan Gray Fellows. It provides ongoing support, networking opportunities, and resources to help them succeed in their entrepreneurial endeavours (Allan Gray Orbis Foundation, 2024).

Through these Programmes, AGOF seeks to create a community of high-impact, responsible entrepreneurs who can drive economic and social transformation in their communities (Allan Gray Orbis Foundation, 2024).

### **The Association Programme**

The Association Programme stands as a holistic initiative for fellowship alumni. The programme strives to foster entrepreneurial development and provide beneficiaries with the essential skills, knowledge, and support required for a successful entrepreneurial journey (Allan Gray Orbis Foundation, 2023). Established by the Allan Gray Orbis Foundation and formally solidified in 2011, the Association Programme is geared towards individuals who have graduated from the fellowship programme. This programme aims to empower individuals by cultivating an entrepreneurial mindset, offering mentorship and financial support, as well as creating a supportive network of like-minded individuals (Allan Gray Orbis Foundation, 2015).

The primary objective of the programme is to provide support throughout each fellow's enduring entrepreneurial venture. This involves instilling a culture of continuous learning, generating opportunities for top-tier entrepreneurial development, and arming fellows with the tools to establish sustainable enterprises (Allan Gray Orbis Foundation, 2023). The Alumni Network comprises graduates who are Candidate Fellows that have accomplished their degrees successfully (Allan Gray Orbis Foundation, 2023). These graduates might have engaged with the pipeline strategy, reaping benefits from all three AGOF programmes.

The Association Programme, as indicated by Allan Gray Orbis Foundation (2023), consists of 881 active fellows with 34 fellows having gone through the pipeline as of 2023 whereas a total of 847 fellows were recruited through the fellowship programme (see table 1). The youngest active fellow was 16 years born in 2008 and the oldest fellow was 39 years born in 1985.

**Table 1**

*Overview of the pipeline numbers*

	<b>Total Active Fellows</b>	<b>881</b>	<b>%</b>
<b>Disaggregation by pipeline</b>	Gone through pipeline	34	4%
	No pipeline	847	96%

With regards to gender, the majority (58%) of active fellows were females. Pertaining to race, approximately 67% (593) of active fellows were black and 14% (122) were white (see table 2).

**Table 2**

*Profile of Active Fellows*

	<b>Total Active Fellows</b>	<b>881</b>	<b>%</b>
<b>Gender</b>	Females	511	58%
	Males	369	42%
	Blank	1	0%
<b>Race</b>	Black	593	67%
	Indian	59	7%
	Coloured	94	11%
	White	122	14%
	Asian	12	1%
	Blank	1	0%

A total of 439 (50%) active fellows were registered at the University of Cape Town whilst 16% (145) were registered at the University of the Witwatersrand (see table 3). The table below illustrate the demographic breakdown of the Association Programme fellows.

**Table 3**

*Fellows by current institution*

<b>Current Institution</b>	<b>881</b>	<b>%</b>
University of Cape Town	439	50%
Stellenbosch University	55	6%
Rhodes University	48	5%
University of Pretoria	70	8%
University of the Witwatersrand	145	16%
University of Johannesburg	33	4%
Harvard University	5	1%
Nelson Mandela University	23	3%
TSiBA Education	2	0%
University of the Free State	18	2%
University of KwaZulu-Natal	4	0%
Columbia University	1	0%
Cornell University	1	0%
University of Wollongong in Dubai (UOWD)	1	0%
Yale	2	0%
Brown University	1	0%
University of Pennsylvania (Wharton School)	2	0%
Duke University	1	0%
Stanford University	2	0%
University of Amsterdam	1	0%
University of Edinburgh	1	0%
University of the Western Cape	24	3%
Blank	2	0%

This programme is organized into five fundamental portfolios, aligning with pathways for entrepreneurship development and personal growth. These portfolios encompass Leadership, Ventures, Community, Capital and Careers as depicted by figure 2 below. Ventures, Careers, Community, and Leadership.

**Figure 2**

*Association Programme Core Portfolios.*



*Note.* Figure by Allan Gray Orbis Foundation (2023)

As highlighted in the Allan Gray Orbis Foundation (2024), the programme offers a range of activities for Fellows Alumni to engage in; these include:

- Info Session: An introductory event to set the scene for the year and inform Fellows about upcoming activities and opportunities.
- Wellness Days: Events aimed at promoting wellness within the Fellow community, held regionally (e.g., WC and GP).
- Admission & Induction Ceremony: A formal event to welcome new members into the Association.
- Startership: An initiative designed to help Fellows kickstart their entrepreneurial ventures.

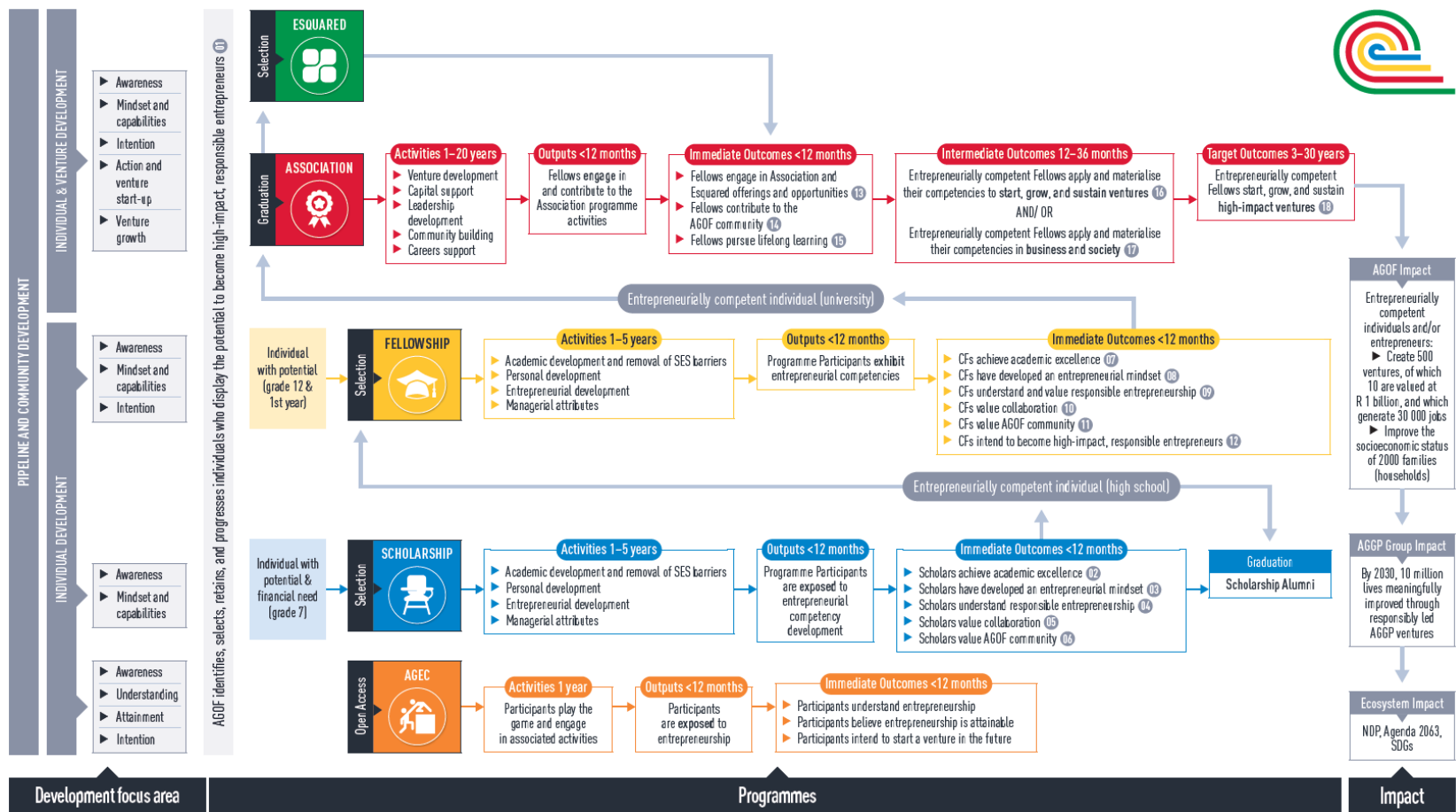
- Leadership Summit/Imbizo: A gathering focused on leadership development, providing opportunities for networking and learning.
- Women’s Pitch Night and Retreat: An event celebrating women-led businesses within the Foundation, offering a platform to meet with investors.
- Expand Your Horizon: A programme aimed at broadening the perspectives and opportunities available to Fellows.
- Demo Day: An event where Fellows can display their ventures to potential investors and the community.
- Fellow Pitch with E2: A pitch competition for Fellow-led ventures, providing a platform for entrepreneurs to present their business ideas.
- Founder's Retreat: A networking and learning retreat for Fellow Founders to engage, share experiences, and develop their ventures.

### **Theory of change (TOC) for the Association Programme**

A Theory of Change (TOC) explicitly explains how and why the activities of a particular intervention or programme are expected to result in specific outcomes and impacts (Mayne, 2017). A TOC supports the development of monitoring and evaluation frameworks by linking activities to outcomes. It can be used proactively to plan data collection or retrospectively to analyse and interpret existing data (Mayne, 2017).

**Figure 3**

*AGOF Theory of Change*



Note. Figure by Allan Gray Orbis Foundation (2024)

## **Aims of the evaluation**

The nature of the evaluation was a formative one as there has not been any evaluation conducted to assess the effectiveness of the Association Programme. Formative evaluation refers to a structured approach to assessing curriculum development, teaching, and learning processes with the goal of improving any or all of these areas. The evaluation conducted focused on two types of evaluations, namely, theory evaluation and outcome evaluation of the AGOF Association Programme. The main focus was to gather and analyse all available data and feedback from programme beneficiaries to identify strengths, weaknesses, and areas for improvement with the goal of recommending adjustments to improve the quality and effectiveness of the Association Programme. Findings from the evaluation will be used to devise recommendations for programme improvement.

### **Theory Evaluation**

The concept of programme theory evaluation is essential for understanding how a programme is intended to function and achieve its goals (Bickman, 1987; Rogers, 2000; Weiss, 1995). At its core, programme theory evaluation involves creating a model that outlines the expected operations and outcomes of a programme (Rogers, 2000; Weiss, 1995). This model serves as a framework to assess whether the programme is designed effectively and whether it can deliver the desired results (Rogers, 2000; Weiss, 1995). The evaluation process focuses on testing the logic behind the programme's design, how the various components of the programme are expected to interact and lead to specific outcomes (Bickman, 1987; Rogers, 2000; Weiss, 1995). This involves identifying key elements and causal assumptions that underpin the programme's theory (Bickman, 1987; Rogers, 2000; Weiss, 1995). By doing so, evaluators can make informed predictions about the programme's performance across different contexts and conditions.

Programme theory evaluation emphasizes the importance of integrating insights from various sources, including practitioner experience, previous evaluations, and social science research (Weiss, 1995). This integrated approach ensures that the evaluation is grounded in reality and reflects the complexities of the programme's environment (Weiss, 1995). The goal of theory evaluation is to enhance the programme's effectiveness by ensuring that its design is plausible and that it is equipped to facilitate meaningful change. This process not only aids in accountability but also supports continuous learning and improvement, making it a vital aspect of programme evaluation (Bickman, 1987; Rogers, 2000; Weiss, 1995).

The Association Programme Evaluation team utilized the existing TOC to evaluate the plausibility and relevance of the programme's theory. They assessed its logic, assumptions, and causal mechanisms to determine whether they are supported by empirical evidence. The theory evaluation for the AGOF Association Programme aimed to determine:

1. Whether the theory aligned with empirical evidence and
2. If any modifications were required.

Theory evaluation ensures that the programme TOC is realistic, evidence-based, and logically sound, contributing to programme effectiveness and success. This will contribute to the effectiveness and success of the programme's outcomes.

### **Outcome Evaluation**

Outcome evaluation evaluates the effectiveness of an intervention, assessing whether the desired outcomes and goals have been achieved and whether any significant changes or improvements have occurred because of the intervention (Rossi et al., 2004). Based on both stakeholder feedback and our own observations, the AGOF Association Programme has had limited success in tracking its effectiveness in fostering socially responsible entrepreneurs, encouraging entrepreneurial thinking in the workplace, and improving access to business capital.

In addition, limited research had been done to evaluate the effectiveness of the Association Programme in guiding decision-making, ensuring responsibility for different stakeholders, and enhancing the programme's intervention and services. It is in this context that the outcome evaluation was warranted. Evaluating the programme's outcomes will provide AGOF with the information needed to make well-informed decisions about the programme's future, including whether to continue, modify, expand, or terminate it, as well as how to improve its overall effectiveness. Evaluating the programme's outcomes will provide AGOF with the information needed to make well-informed decisions about the programme's future, including whether to continue, modify, expand, or terminate it, as well as how to improve its overall effectiveness (Schalock, 2001).. The evaluation helped AGOF understand the impact of the programme on participants, measuring the changes—both planned and unplanned—in their lives as a result of their involvement (Schalock, 2001).

## **Evaluation Questions**

The key evaluation questions for both theory evaluation and outcome evaluation have been listed below:

### **Theory Evaluation Questions**

1. To what extent is the Association Programme TOC supported by empirical evidence?
2. To what extent are the causal pathways for the Association Programme plausible?
3. To what extent do the objectives of the Association Programme align with the AGOF pipeline strategy?

### **Outcome Evaluation Questions**

4. To what extent have the AGOF Association Programme activities resulted in fellows establishing socially responsible high-impact enterprises?
5. To what extent has the AGOF Association programme fostered entrepreneurial thinking in the work environment?
6. To what extent has the Association Programme fostered access to financial assistance for fellows' start-up businesses?
7. To what degree have active Association fellows contributed back to the foundation?
8. To what extent has the AGOF programme produced unintended outcomes (whether positive or negative)?

## **Chapter Two: Methods**

This chapter presents the methodological processes followed for each component of the evaluation conducted. A utilization-focused approach was utilized to ensure that the evaluation was fit-for-purpose and that it provided much needed information that can be used by the AGOF to improve their offering.

### **Methodology**

#### **Theory Evaluation Methodology**

For the theory evaluation of the AGOF Association Programme a descriptive research design with a qualitative research approach was used to assess the programme's theory of change and its alignment with empirical evidence. A descriptive research design focused on providing a detailed overview of the programme, its components, and its alignment with empirical evidence (Knupfer & McLellan, 1996). In addition, a descriptive research design also played a key role in clarifying programme processes, goals and objectives and identifying areas that needed improvement. Descriptive research design was useful in examining the components of the programme's theory, causal pathways, relevance to the current context, and its ability to be useful for the target population, hence allowing for the collection of rich, detailed data that can inform a comprehensive assessment of the programme's theory.

The methodological process for theory evaluation was two-folds; the first one entailed in-depth literature review conducted with aim of sourcing out empirical evidence that supported the structural components and functions of the Association Programme. The second one included interviewing experts within the entrepreneurial industry. The purpose for interviewing experts was to provide expert level views with regards to the TOC of the Association Programme based on their rich experience with the entrepreneurial space.

An existing TOC for Association Programme was utilized by the evaluation team and therefore it was not necessary for the evaluation team to elicit a TOC; the key task for the evaluation team was to assess the plausibility of the Association Programme TOC using extensive document or literature review and external subject matter experts. The steps that were followed to assess the plausibility of the theory are presented below:

### **Step 1: Plausibility test of theory**

An extensive literature search on global entrepreneurship programmes was conducted to assess the causal relationships identified in the Association Programme's underlying causal theory. Assessing the plausibility of the Association Programme theory involved testing the theory with empirical literature to check its credibility and to determine whether there is an alignment between the activities of various entrepreneurship programmes and those of the Association Programme. Kable et al. (2012) literature search strategy was utilised, utilising peer-reviewed electronic databases like Google Scholar, ProQuest, and Jstor, along with specific search engines and sources for e.g., information getaways and manual searches. Inclusion criteria entailed peer-reviewed articles, journal articles and studies related to entrepreneurship programmes, Programme theory and programme outcomes. The prioritised search dates for publications ranged between 2010 and on wards focusing on those published in English. Exclusion criteria entailed non-peer-reviewed sources, publications written in other languages. The Literature review examined the theory behind the Association Programme and assessed how relevant this theory is to other entrepreneurial-focused programmes. Based on the searches, the review presented a summary of the activities of the Association Programme, the outcomes and key assumptions which were associated with successful pipeline entrepreneurship programmes to check if there has been an inclusion of a similar programme theory.

### **Step 2: External Subject Matter Experts**

In addition to the plausibility test that was conducted through the review of literature related to the Association Programme and Pipeline, the evaluation team also engaged a total of seven key external subject experts from a target of 10 experts. The external subject experts consisted of Academics, and Entrepreneurial experts who were interviewed through a semi-structured interview to test the plausibility of the TOC. The Subject Matter Experts played a crucial role in the plausibility test of a TOC as their in-depth knowledge, experience and understanding of entrepreneurship provided valuable insights into the logic and assumptions underlying the TOC developed by AGOF.

### **Step 3: Finalisation of the Programme theory**

The information and findings from steps 1 and 2 were used to judge the plausibility of the programme theory particularly the component of the Association Programme and to suggest

improvements for the conceptualisation and design of the Association Programme to stakeholders at AGOF.

### **Sampling Technique**

The purposive sampling technique was used for the purpose of this evaluation. Purposive sampling refers to a non-probability sampling technique in which the researcher selects a sample of participants based on a specific purpose or characteristic (Wegner, 2020). This sampling technique aligned well to the aim of the theory evaluation as the target population were subject matter experts who have in-depth understanding and knowledge of entrepreneurship.

The first step during the data collection stage was to conduct an in-depth literature review on entrepreneurial education, entrepreneurship to identify synergies to proposed programme activities and the change expected to be realized by programme beneficiaries and link the programme theory of change to existing evidence aligning proposed programme theory to that of similar programmes.

The second step required a sampling strategy as it entailed sourcing out experts within the entrepreneurial industry for interviews.

### **Sampling Criteria**

The following sampling criteria was used to select a sample of the experts within the entrepreneurial industry.

- Forms part of the entrepreneurial industry: Entrepreneurs, employed within the space or written journal articles published related to entrepreneurship.
- Years of Experience: A minimum of 10 years in the entrepreneurial industry
- Sourcing platforms: To find potential experts, platforms utilized included LinkedIn and checking for relevant people at well-known top ranked universities (UCT, Wits, UKZN, Stellenbosch University and UP)

### **Sample Size**

The sample size for a purposive sampling study is typically smaller than the sample size for a probability sampling study (Black et al., 2010). This is because the researcher is selecting participants based on specific criteria, rather than randomly selecting participants from the population for experts' interviews, the estimated sample size was 10 experts.

### **Sampling Procedure:**

The contact details for potential experts were retrieved from the identified platforms, these included email addresses and phone numbers; An official invitation letter was developed and sent to each identified potential expert for interviews.

### **Outcome Evaluation Methodology**

The Success Case Method (SCM) was utilized for the outcome evaluation. The SCM is an evaluation approach designed to assess the effectiveness of training Programme by identifying and analysing specific instances where training has led to successful outcomes (Brinkerhoff, 2005). It focuses on understanding the broader performance context in which training occurs, rather than isolating the training itself (Brinkerhoff, 2005). The method aims to provide concrete evidence of training's impact by documenting real-life success stories and the factors that contributed to those successes (Brinkerhoff, 2005). The SCM was developed by Robert O. Brinkerhoff in response to the limitations of traditional training evaluation models, such as the Kirkpatrick model, which often focus narrowly on training outcomes without considering the larger performance environment (Coryn et al, 2009). Brinkerhoff sought to create a more practical and effective evaluation method that could be implemented in typical professional settings without requiring extensive resources or complex experimental designs (Coryn et al, 2009). The SCM combines storytelling with naturalistic inquiry and case study approaches, allowing evaluators to gather verifiable evidence of training effects through interviews and documentation of success cases (Brinkerhoff, 2005).

The Success Case Method has been particularly useful in settings such as: organizations looking to evaluate the effectiveness of employee training initiatives and their impact on business results; Human Resource departments seeking to demonstrate the value of training investments and improve overall workforce performance and initiatives aimed at enhancing organizational capabilities and ensuring that training translates into measurable performance gains (Coryn et al, 2009). SCM provides a practical approach to evaluating learning initiatives, programme changes, and performance improvements (Brinkerhoff, 2005). The Success Case Method (SCM) evaluates the effectiveness of training Programme through two key steps:

1. Initial Survey: A brief survey is distributed to a large, representative sample of participants to identify potential success cases—individuals or teams who have effectively applied their training.

2. In-Depth Interviews: Selected success cases are interviewed to document the business value of their training application, the performance context (e.g., supervisory support), and the factors enabling their success. Interviews are also conducted with less successful participants to identify obstacles they faced.

The following section provided the steps that were employed in adopting the SCM when evaluating the AGOF Association Programme. The evaluation team made use of the “bucket” concept which Brinkerhoff (2005) describes as providing more nuanced understanding of training impact, rather than relying solely on average outcomes that may not accurately reflect the reality of participants' experiences to establish what was happening within the Association Programme. Guiding research questions included: Who is using what and how well?, How widespread is the scope of the success?, Who is not using things as planned?, What is getting used and what is not?, Which people and how many are having success?, and how many are not successful?, What results are being achieved?, What is the value of the results, and could it be improved?.

The Evaluation team adopted the bucket approach of the SCM because the Association Programme provides various components of entrepreneurial development and it was unclear whether the individual successes seen in fellows could be attributed to all, some or none of entrepreneurial development structures put in place by AGOF.

A purposive sampling procedure was utilized for this particular evaluation since evaluation was targeting individuals who have graduated from the AGOF Fellowship programme and enrolled into the Association Programme. The evaluation team did not conduct a survey as the first step of the SCM as suggested by Brinkerhoff (2005) instead the method was adapted in light of the existing monitoring data made available to the evaluation team by AGOF. From the databases provided, it was possible to identify success and non-success cases based on the developed criteria depicted in table 4. The table below show the qualifying criteria of participants in the study based on four qualifying categories.

**Table 4**

*Selection Criteria for Success Categories*

<b>Success categories</b>	<b>1. Entrepreneurial mindset in the workplace</b>	<b>2. Active Associates [Engagement]</b>	<b>3. Established Enterprises</b>	<b>4. Pipeline</b>
<b>SUCCESS CASES</b>				
<b>Brief description</b>	Apply entrepreneurial mindset in the workplace	-Active member of the Association Programme. -Participates in Activities/Engagements of the Programme	-Have an Active Enterprise running. -Job creation -High Annual Income	The success of the pipeline
<b>Qualifying criteria</b>	Employed in corporate. -In a Leadership position at work	-Employed -Actively engage in the Association Programme -Indicated/have intention of establishing an enterprise	-Fellows have an active Enterprise ( <i>See table 3</i> )	-Fellow went through the pipeline - Has gone through all three AGOF programmes -Active fellows (Fellows)-based on the points- points range from 6-8
<b>NON-SUCCESS CASES</b>				
<b>Qualifying Criteria</b>	-In a Junior or Lower position	-Unemployed -Low Engagement Points (0-7 points out of 14) -Indicated no intention of establishing an enterprise	-No business established -Business established with zero employees -Unscalable business venture with no revenue stream	-Fellow did not go through the pipeline -Fellows have low engagement points (between 0-5)

During the evaluation, both quantitative and qualitative data collection methods were used to assess the outcomes of the programme while also gathering in-depth insights into participants' experiences and contributions. Utilising the joint data collection methods approach combining quantitative and qualitative data collection and analysis methods, provided a comprehensive view of programme outcomes and was also useful for understanding the quantitative impact of the programme as well as the qualitative nuances of participants' experiences and contributions (Creswell et al., 2011; Scammon et al., 2013). With regards to quantitative data collection methods, secondary quantitative data was used which involves using already existing data or secondary data. AGOF provided a series of comprehensive databases that the evaluation team utilized to source out the Association Programme's success and non-success cases based on a set criteria developed by the evaluation team and approved by AGOF.

### **Measures and procedures**

#### **Step 1: Planning the success case study for the Association Programme of AGOF.**

The first part of the plan was to establish what the Association Programme understands as success. This was done through engagement with members of AGOF stakeholders to assess whether the various AGOF stakeholders were in alignment with the expected outcomes depicted on the ToC. Secondly, the role-players in the Association Programme were established. The AGOF platforms identified the role-players as candidate fellows who have graduated and completed the fellowship programme. Other role-players included mentors in business, entrepreneurship, and leadership and AGOF senior staff who are responsible for the running of the Association Programme. The last task was to establish the skill, knowledge, and attribute (SKA) provided by the Association Programme for the fellows and to establish how this has been utilised towards starting a business, gaining employment and sourcing funding.

#### **Step 2: Establishing an impact model.**

Once the focus of the study has been determined, an impact model was developed that outlines how an intervention is presumed to produce its desired results (Coryn et al., 2009). The impact model served as the identification of how advanced learning and training connect to the expected goals (Brinkerhoff, 2005). The impact model was zooming in into the programme theory identifying causal pathways to expected outcomes. The implementation of the impact model took into consideration that the Association Programme is a complex, voluntary network, and alumni

programme, and not a training programme. The aims and objectives of the Association Programme were used to develop a criteria for defining success and non-success cases as warranted by the SCM. The engagement with AGOF staff affirmed the criteria used as appropriate. The success categories of the Association Programme were divided into three categories: (a) Entrepreneurial mindset in the workplace; (b) Active Associates, and (c) Established socially responsible enterprises. These categories were developed based on the existing data that AGOF provided to the evaluation team which placed fellows based on their current status within the programme. The first category pertained to fellows who apply an entrepreneurship mindset and innovation in their workplace. The second category included active Associates who participate in activities and are immersed in the Association Programme culture of lifelong learning. The last category, the AGOF management was still polarised, particularly in the world of entrepreneurship, business profit and the role and importance of social responsibility. Corporate social responsibility emphasised socially responsible management practices, considering society, clients, employees, board of directors, management, and suppliers, to enhance business enterprise competition (Hammann et al., 2009). The non-success cases included fellows who were unemployed, inactively seeking employment, inactive, dropped out of the programme, and non-compliant fellows, as well as enterprises that do not contribute to corporate social responsibility. Non-success cases needed to fulfil one of these criteria.

**Step 3: Utilization of secondary data to source out success and non-success cases instead of conducting a survey.**

Cases are typically classified using survey methods specifically designed to determine their classification; (Coryn et al., 2009). However, for this evaluation, the evaluation team made use of AGOF comprehensive databases to identify success and non-success cases as these entailed current status of all fellows regarding level of engagement, employment status and venture status.

**Step 4: Interviewing and documenting the cases.**

Interviews were conducted with successful and unsuccessful cases using a semi-structured interview guide (*See Appendix C*) to establish whether the skill, knowledge and attribute provided by AGOF had any bearing on the success of the fellows of the Association Programme

**Step 5: Analyse and Learn**

The SCM was coded through thematic analysis and categorised to identify common themes and patterns (Wilson-Grau, 2018).

## **Step 6: Communicating findings, conclusions, and recommendations.**

Findings and lessons learned were then presented to AGOF stakeholders, providing a well-rounded narrative of the AGOF Association Programme's success and non-success stories.

### **Sampling Criteria**

The following sampling criteria was used to sample the success and non-success cases for the Association Programme fellows for the evaluation:

- Active Fellows:
  - Success case: Fellows actively involved and participating in Association Programme activities.
  - Non-success case: Fellows not actively engaging in any Association Programme activities.
- Having an entrepreneurial mindset:
  - Success case: Fellows that demonstrate innovative thinking, resourcefulness, risk-taking, and adaptability in their workplaces.
  - Non-success case: Fellows that lack creativity, innovation, and the ability to adapt to changing market conditions, hindering their growth and success in their workplaces.
- Having female employees in entrepreneurial establishment:
  - Success case: Businesses that promote gender diversity and equality by having a significant percentage of female employees in various roles within the business.
  - Non-success case: Businesses that lack gender diversity, with a disproportionately low representation of female employees.
- Engaging in socially responsible entrepreneurship:
  - Success case: Businesses that integrate ethical, environmental, and social considerations into their operations, products/services, and decision-making processes.
  - Non-success case: Businesses that disregard ethical concerns, neglect environmental responsibilities, or fail to prioritize social impact.
- Having a certain turnover amount yearly:

- Success case: Businesses that consistently achieve a positive turnover amount by increasing their revenue, profitability, or market share over the course of a given year (see table 5 for success criteria of established enterprises).
- Non-success case: Businesses that experience a stagnant or declining growth pattern, failing to achieve a positive turnover amount in their financial performance on a yearly basis.

**Table 5**

*Success criteria for established enterprises*

<b>Size of class</b>	<b>The total fulltime equivalent of paid employees</b>	<b>Total gross asset value (fixed property excluded)</b>
<b>Micro</b>	0 - 10	< or equal to 10m
<b>Small</b>	11 - 50	< or equal to 50m
<b>Medium</b>	51 - 250	< or equal to 170m
<b>Large</b>	250 - more	Equal or > 170m

*Note.* Business size classifications taken from dept for small business development.

Success Cases for established enterprises can fall under any of the class sizes; has employees and generating revenue.

### **Sample Size**

To obtain success and non-success cases, the Evaluation team utilized existing AGOF databases which had a total of 881 fellows. A total of 20 interviews were targeted for both success and non-success cases (see table 6 below). The sample size for qualitative research is usually smaller than for quantitative research. This is because qualitative research is concerned with understanding the nuances of human experience which requires a smaller sample of participants to be able to reach saturation (Saunders et al., 2018). In qualitative research, saturation is reached when the researcher has collected enough data to answer the research question, and no new themes or patterns are emerging from the data (Saunders et al., 2018).

**Table 6**

*Sample Size for Interviews.*

<b>Total participants targeted</b>	<b>Interviews of success cases</b>	<b>Interviews of non-success cases</b>
20 participants	10 interviews	10 interviews

**Sampling Procedure:**

The AGOF team provided the evaluation team five databases entailing programme beneficiaries and programme progress.

The evaluation team identified a list of potential fellows through the Association Programme database which was provided by the AGOF team. Once the evaluation team had gone through the database, a subset of fellows from the list based on the five above mentioned sampling criteria, was utilised. To ensure a targeted and purposeful selection of participants for this study, the recruitment strategy involved a two-step process: (1) Capitalising on existing data, received from AGOF Monitoring and Evaluation (M&E) system and (2) Purposively sampling from identified "success cases" and "non-success cases from the self-administered survey.

**Step one: Capitalising on Existing Data**

The AGOF M&E system provided a wealth of information that was leveraged to identify potential success and non-success cases based on monitoring indicators. The evaluation team thoroughly analysed the data by sorting fellows based on criteria to create distinct categories that represented different levels of engagement, outcomes, and success metrics. By capitalising on the indicators, the evaluation team aimed to categorise fellows into groups that align with the research focus.

**Step two: Purposive Sampling**

Once the evaluation team had gone through the various databases, categories were established through analysing the dataset, and a purposive sampling approach was employed to specifically target fellows falling into the identified categories. This approach ensures that the sample is intentionally selected based on predefined criteria related to success and non-success in the context of the Association programme.

Both expert interviews and success and non-success case interviews were held virtually using Microsoft teams which enabled recording of the interview process for ease of transcription.

### **Data management**

Google Drive was used to securely store and manage evaluation data for the Association Programme, enabling collaborative access, daily backups, and quality control. Progress reports were stored on OneDrive and shared monthly with the AGOF research team.

### **Data Analysis**

The qualitative data for both theory evaluation and outcome evaluation were collected through conducting semi-structured interviews. Thematic analysis was used to analyse the semi-structured interview. Therefore, a qualitative coding process was undertaken which entailed categorising codes based on similarities or relationships with the goal of creating themes. For theory evaluation, an inductive coding approach was utilized, and this means there were no pre-determined codes, relevant codes were developed as the data was being analysed.

With regards to the outcome evaluation, a blended coding approach was utilized where both deductive and inductive coding was utilized. Since the success case method was used for the outcome evaluation, the success case buckets were used as the predetermined codes and then quotes were found that fit the success case method buckets. Additionally, inductive coding was used where codes of interest were identified as data was analysed.

NVivo was used to store and manage the data collected. Following the collection of data, a thematic analysis was undertaken to see whether themes or patterns emanate from the data and to assist in sorting and arranging qualitative data collected during the process. To increase study trustworthiness, this evaluation used data source triangulation, which facilitated information validation through multiple sources e.g., document review, quantitative and qualitative data, stakeholder engagement including data analysing workshops (Obar, 2021; Olson et al., 2011). The evaluation team also employed a transparent approach which shared the interview notes for the established cases, to allow for open discussion on the findings.

### **Ethical Consideration**

AGOF signed non-disclosure agreements with students to safeguard confidential information. Ethical clearance was successfully sought through the Commerce Faculty's Ethics in Research Committee using an electronic research administration system (eRA). In addition, the participants were informed about the evaluation's purpose and their right to decline participation

or withdraw at any time without repercussions (Arifin, 2018). Data collected, especially sensitive information such as personal experiences of the programme , was kept confidential, and participants' identities were kept anonymous throughout the report and/or publications (Arifin, 2018). Data was anonymized using pseudonyms, and robust security measures, including encryption and restricted access, were implemented to protect participant information.

## Chapter Three: Findings

This section will present results from two evaluations conducted namely, Theory evaluation and Outcome evaluation.

### I. Theory evaluation

Programme theory provides a systematic framework for understanding how a programme is expected to work, outlining assumptions, mechanisms, and intended outcomes. It guides evaluation by clarifying the relationship between activities and effects, helping assess programme design and effectiveness (Funnel & Rogers, 2011; P.J. Rogers et al., 2000; Rossi et al., 2019). Theory evaluation examines the validity of the programme theory in practice, determining whether outcomes align with expectations. This process identifies strengths and weaknesses, informs improvements, enhances accountability, and supports decision-making by providing insights into how and why a programme succeeds or fails (Davidson, 2007; Funnel & Rogers, 2011; Rossi et al., 2019).

This literature review aims to assess the validity of key theories that support the Association Programme's theory of change. Evidence-based content will be presented to support or refute the various pathways embedded in the AGOF theory of change specifically regarding the Association Programme as an entrepreneurial-focused development programme as it was a core focus for this evaluation. Theory evaluation will assess the plausibility of the programme's key assumptions through reviewing relevant literature and complementing findings with key themes from subject matter expert interviews.

A total of seven key external subject matter experts consisting of academics and entrepreneurial experts were engaged through a semi-structured interview process (see table 7). This was a 70% (7/10) response rate as the targeted number of experts to interview was a total of ten experts. Findings from expert interviews were used in conjunction with literature to assess the plausibility of AGOF Association Programme theory of change.

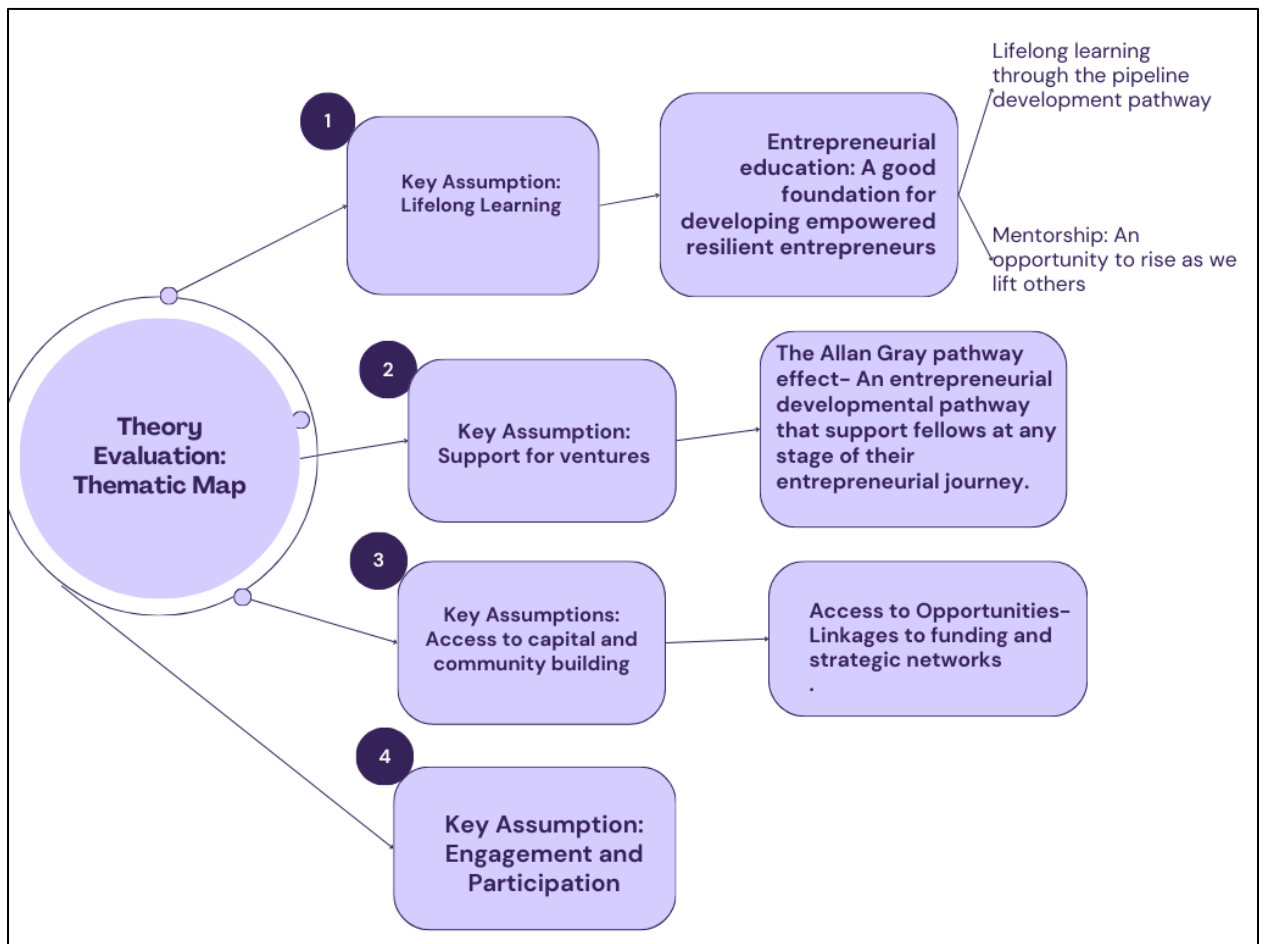
**Table 7***Demographics Information of Subject Experts*

<b># Of Participants</b>	<b>Gender</b>	<b>Years of experience in entrepreneurship</b>	<b>Current position</b>	<b>Location</b>
<b>EXP 1</b>	Female	14 Years	Head of Programmes	Gauteng
<b>EXP 2</b>	Male	13 Years	Programme Director: Entrepreneur Education	Western Cape
<b>EXP 3</b>	Male	10 Years	Head of Programmes and Portfolio	Western Cape
<b>EXP 4</b>	Female	14 Years	Founder and Director	Western Cape
<b>EXP 5</b>	Male	12 Years	Head of Impact Assurance	Western Cape
<b>EXP 6</b>	Male	10 Years	Director of operations	Western Cape
<b>EXP 7</b>	Female	10 Years	Founder and CEO	Gauteng

The Association Programme functions as the last leg of the AGOF pipeline strategy. All the components of the pipeline need to work together to create a comprehensive ecosystem that identifies, nurtures, and supports entrepreneurial talent from early education through to professional development and beyond (Allan Gray Orbis Foundation, 2024). The Association Programme consists of graduates of the Fellowship Programme, known as Allan Gray Fellows. The Association supports lifelong learning, networking, and entrepreneurial development among its members, helping them to start, build, and succeed in their business ventures. The programme is guided by the following key assumptions.

**Figure 4**

*Theory Evaluation Thematic Map*



**Key Assumption: Lifelong Learning**

The programme assumes that providing continuous learning opportunities and professional development will equip Fellows with the necessary skills and knowledge to succeed in their entrepreneurial ventures.

***Entrepreneurial education: A good foundation for developing empowered resilient entrepreneurs.***

Education within the entrepreneurial context has been well described in an article by Göksen-Olgun et al. (2022); According to the authors, the most well-known definitions revolve around enterprise education and entrepreneurship education. Enterprise education involves

disseminating business-related information and empowering individuals with the goal of establishing and managing new businesses. On the other hand, entrepreneurship education is more comprehensive, encompassing essential competencies such as personal development that leverages knowledge and skills related to entrepreneurship. It also encourages active citizenship, social inclusion, and access to career opportunities (Hägg & Kurczewska, 2021).

Experts within the entrepreneurial industry emphasized the importance of developing entrepreneurial capabilities in individuals and the importance of having an entrepreneurial mindset as a toolbox that can be utilized in all settings.

Exp 2: .... you have the competencies of an entrepreneur that will allow you to be entrepreneurial in terms of the work that you do and being able to be innovative.

Research highlights that an entrepreneurial mindset can establish and sustain a competitive advantage, both in business and the labour market (Daspit et al., 2021).

Exp 4: .... that mindset is actually to equip them to find a solution to every problem.

Notably, researchers like Bullough and Renko (2013) have echoed findings within the entrepreneurial education field, emphasizing that an entrepreneurial mindset drives entrepreneurial activities such as generating new ventures, goods, services, and jobs. Entrepreneurial education plays a role in developing self-efficacy and resilience within the entrepreneurial context, underlining the significance of a strong belief in one's abilities and resilience in becoming an entrepreneur (Bullough & Renko, 2013).

### **Lifelong learning through the pipeline development pathway**

Considerable literature on entrepreneurial education exists globally, with a significant focus on higher education students. At this level, students are on the verge of entering the workforce, emphasizing innovation, and identifying emerging business ventures (Galloway et al.,

2006; Moberg, 2014; Oluotase et al., 2020). Entrepreneurial education should align with market needs and the current economic climate (Crayford et al., 2012).

This literature aligns well with the AGOF Association Programme, which targets fellowship programme graduates with university entrepreneurial education. Entrepreneurial education has gained prominence across all discipline levels. This shift is attributed to technological advancements and the global expansion of economic activities, which have heightened the need for individuals, both entrepreneurs and employees, to possess a mindset centred around entrepreneurship (Blesia et al., 2021; Galloway et al., 2006; Göksen-Olgun et al., 2022; Moberg, 2014). Fostering a culture of entrepreneurship from a young age is vital. AGOF adopts this notion through its Scholarship programme, enabling learners to progress to the Fellowship and the Association Programmes through the pipeline development pathway.

Experts perceive the pipeline development pathway strategy as a significant way to monitor the entrepreneurial journey of an individual. Allan Gray Orbis Foundation pipeline lies in its structured approach to nurturing and developing entrepreneurial talent over an extended period. The pipeline provides a comprehensive framework that supports individuals at various stages of their educational and entrepreneurial journeys, from early schooling through university and into their professional lives. This ensures continuous development and growth. By targeting students from a young age, the pipeline identifies and cultivates potential high-impact entrepreneurs early on, allowing for tailored support that aligns with their unique needs and aspirations. The pipeline aims to create a generation of responsible entrepreneurs who can contribute positively to their communities and the economy. By fostering high-impact entrepreneurship, it seeks to address issues such as unemployment and poverty.

Exp 7: .... you're able to see how an entrepreneur progresses as they go through the different stages....

Experts engaged have noted that to become a member of the Association Programme, candidates must have completed a fellowship programme and possess a university degree. This dual requirement suggests that the association values both formal education and practical programmatic experience, reflecting a commitment to developing well-rounded individuals with a combination of academic knowledge and real-world skills. Once admitted, members are provided

with a range of targeted curricula, activities, and programmatic supports. These initiatives are designed to facilitate personal and professional growth, particularly in the areas of business development and ecosystem engagement. The association offers comprehensive support not only from within its own network but also through its connections with broader philanthropic and ecosystem partners, such as the Allan Gray Philanthropy Africa. This approach suggests a strategic alignment with various stakeholders in the broader entrepreneurial and philanthropic ecosystems, enhancing the opportunities and resources available to members.

Exp 2: ... within the Association, there are curriculums, activities, programmatic activities that are aimed specifically at how we develop you, your business.

### **Mentorship: An opportunity to rise as we lift others**

The Foundation describes mentorships as an integral part of the foundation as it aims to expose the programme participants to experienced industry professionals and entrepreneurs in the broader ecosystem who volunteer their time to contribute to their entrepreneurial journey (Allan Gray Orbis Foundation, 2024).

Mentorship and coaching provide a comprehensive approach to entrepreneurial education, combining practical business advice with personal development support. This comprehensive support system enhances the likelihood of entrepreneurial success and sustainability (Bullough & Renko, 2013). Brinkley and Le Roux (2018) emphasize distinct differences between coaching and mentoring. In general terms, coaching involves providing guidance to a user on their specific goals, assisting, and steering them in the relevant direction to reach their full potential. On the other hand, mentoring is characterized by having someone who is an expert in a given area share their knowledge, experience, and skills with the aim of encouraging and providing assistance for growth and development. Research indicates that coaching empowers individuals to make informed business decisions, achieve set goals, and enhance their self-efficacy, aids individuals in recognising and addressing their self-doubts related to entrepreneurial behaviour. These outcomes contribute to the successful implementation of business strategies. Coaching establishes processes for entrepreneurial improvement, enhancing the competitive capabilities of entrepreneurs (Audet

& Couteret, 2012; Brinkley & Le Roux, 2018; Crompton et al., 2012; Vidal-Salazar et al., 2012; Wakkee et al., 2010).

The Association Programme mentorship entails Fellows, Industry Professionals and entrepreneurs mentoring Fellows or Fellows can receive mentorship from Industry Professionals or entrepreneurs. The subject matter covered during mentorship includes career planning, entrepreneurial learning and personal or leadership development. Mentorship sessions may be conducted virtually or in person through one-on-one sessions once a month for an hour. There is a minimum of seven sessions required (Allan Gray Orbis Foundation, 2024).

All experts interviewed alluded to the significance of mentoring and coaching stating that having a coach or a mentor to guide potential entrepreneurs is an important component of entrepreneurial development programmes.

Exp 5: A mentor helps you. It keeps you grounded. It gives you clarity, perspective.

#### **Key Assumption: Support for ventures**

The Association Programme assumes that providing tools, skills, and competencies will empower Fellows to engage in their entrepreneurial journeys effectively and help them launch and grow their businesses.

***The Allan Gray pathway effect- An entrepreneurial developmental pathway that support fellows at any stage of their entrepreneurial journey.***

The foundation's ideology is rooted in Mr. Allan Gray's journey from education to corporate, and eventually entrepreneurship. It emphasizes that entrepreneurial education fosters critical thinking, innovative decision-making, and the mindset necessary for corporate success, empowering individuals to venture into business. "The Allan Gray Pathway Effect" provides continuous, adaptable support to fellows at any stage of their entrepreneurial journey, offering resources, mentorship, and opportunities for growth. The programme promotes business success and leadership development, fostering collaboration and network-building to ensure long-term entrepreneurial excellence and community impact.

Experts engaged indicated that access to the programme is a lifelong association to the networks; this statement emphasizes the long-term, enduring nature of the association's support for its members, suggesting that access to valuable networks is not limited by time but is available throughout their lives. This "lifelong association" model implies a commitment to continuous engagement, where members can tap into networks when they are ready or when the need arises, regardless of how much time has passed since they first became affiliated with the organization. This approach presents several strategic advantages. Firstly, it offers flexibility to members, allowing them to engage with the network according to their personal and professional development stages. Such flexibility can be particularly valuable in entrepreneurship and professional growth, where timing and readiness often dictate the success of new ventures or career transitions. Secondly, lifelong access to networks fosters a sense of long-term belonging and loyalty to the association. It signals to members that the organization values their involvement and is committed to supporting their growth and success over time. This can lead to stronger, more sustained relationships within the network, promoting a culture of mutual support and shared opportunity. However, this model also requires the organization to maintain a dynamic and evolving network that continues to offer relevant and valuable connections to its members over the long term. It suggests a need for the organization to actively manage and curate its networks to ensure that they remain vibrant, diverse, and aligned with the evolving needs of its members.

Exp 2: ... When they are ready to do that, they will have access to networks.

Some experts described the causal pathway as “infinite” meaning the causal pathway is not linear; stating that some fellows that have graduated from a fellowship programme that are now in the Association do not have to participate in a development pathway, they can go work for startups or get into corporate as they do not need to develop any managerial attributes and competencies. What is important is knowing they have this life-long support system that’s available to tap into.

Exp 1: The model is that those particular types of individuals, after their studies, normally go and work for about 10 or 15 years first and go and hone their sort of skills and when they have that sort of expertise or that sort of business knowledge and whatever, they’ll start their own thing.

### **Key Assumptions: Access to capital and community building**

The programme assumes that educating and enabling Fellows to access capital and support services will help them further their entrepreneurial ventures and reduce the risks associated with their business concepts. The programme also assumes that creating a supportive community of Fellowship Alumni will enhance collaboration and networking among members, leading to shared growth and success.

### ***Access to Opportunities-Linkages to funding and strategic networks***

Strategic networks and access to funding form a strong foundation for entrepreneurial success, enabling businesses to thrive and grow in competitive markets. Strategic networks provide entrepreneurs with essential resources, knowledge, and opportunities, fostering partnerships, collaborations, and mentorship that can lead to business growth and innovation. They help entrepreneurs share experiences, gain industry insights, and stay informed about trends, enhancing their ability to navigate challenges and seize opportunities. Access to funding is equally important as it provides the financial resources needed to start, sustain, and expand a business. It allows entrepreneurs to invest in product development, marketing, and scaling operations, ultimately increasing their chances of success (Kumar, 2017; Matlay & Mitra, 2002).

An expert view of the intentional design and purpose of E-Squared, was to address inequalities in the country. The initiative is portrayed as a strategic effort, spearheaded by its founder, to tackle the systemic challenges of inequality by focusing on entrepreneurship as a pathway to economic empowerment. Unlike many entrepreneurship programmes that often lack a clear pathway to funding, E-Squared was created specifically to bridge this gap. The mention of funding accessibility being "something that doesn't happen as a natural pathway" highlights a common barrier faced by entrepreneurs, especially those from marginalized communities. E-Squared's model seems to prioritize overcoming this barrier by providing structured access to financial resources, which is often a critical factor for the success and sustainability of new ventures.

Exp 2: ... access to funding is something that doesn't happen as a natural pathway.

Moreover, the partnership with the Allan Gray Orbis Foundation and other network partners adds an extra layer of strategic advantage. This collaboration suggests a well-thought-out ecosystem approach, where various entities come together to create a more comprehensive support network for entrepreneurs. The inclusion of different partners broadens the range of resources, mentorship, and opportunities available to participants, making the programme more robust and impactful.

Exp 1: ...ideas that are scalable and are able to grow into sort of Unicorn status, our partnering entities are responsible then for kind of taking it further.

### **Key Assumption: Engagement and Participation**

The programme assumes that active participation in initiatives will foster a sense of belonging and commitment among Fellows, enriching their experience within the Association. Research shows that direct involvement in entrepreneurial programmes improves learning outcomes, retention, and real-world application. Active engagement connects participants with peers, mentors, and experts, fostering valuable networks, collaborations, and feedback for programme improvement (Awogbenle & Iwuamadi, 2010). It enhances ownership, motivation, and confidence, encouraging risk-taking and pursuit of opportunities. This engagement also creates a supportive community, essential for sharing resources and navigating entrepreneurial challenges (Kumar, 2017; Meyer, 2014).

An expert view is that the programme should intentionally shift the responsibility for driving engagements to the Alumni themselves, by allowing former participants or graduates of the organization's programmes to take the lead in organising activities, creating initiatives, and fostering a sense of community. This strategy will empower the Alumni, giving them a sense of ownership over their engagement and allowing them to shape the community in ways that are most meaningful and relevant to them. This bottom-up approach can enhance the authenticity and dynamism of the engagement activities, as they are directly driven by those with firsthand experience and an intrinsic understanding of the programme's impact. Secondly, it promotes sustainability and scalability of alumni networks. When alumni are actively involved in leadership

roles, they are more likely to feel committed and invested, which can strengthen the network over time. Moreover, alumni-led initiatives can create a more diverse and expansive network of relationships, extending the reach and influence of the organization.

This model also relies on the assumption that alumni have the necessary motivation, resources, and skills to lead these engagement efforts effectively. The organization's role, therefore, becomes one of enabling and supporting rather than directing, which may require careful balancing of guidance and autonomy to ensure that alumni are both empowered and adequately supported.

Exp 3: So, the more you participate in programmes more.... the more capabilities and competencies you're going to develop.

The Allan Gray Orbis Foundation's theory of change for the Association Programme is well-founded, integrating insights from empirical research and expert opinions. The comprehensive approach, encompassing education, mentorship, and strategic support, aligns with established best practices in entrepreneurial development.

## **II. Outcome Evaluation**

The themes identified in this evaluation are derived from the data collected from sixteen fellows of the Allan Gray Orbis Foundation Association Programme (see table 8). From the sixteen fellows reached and engaged through semi-structured interviews; eleven were success cases and five were non-success cases. The overall response rate for both success and non-success cases were 80% (16/20).

**Table 8**

*Number of fellows reached for Success and Non-success Case Interviews*

<b>Fellows</b>	<b>Number interviewed</b>
<b>Success cases (SC) category</b>	11
<b>Non-success case (NSC) category</b>	5
<b>Total fellows</b>	16

Table 9 below shows the demographic information of the sixteen fellows who participated in the semi-structured interviews. From the 16 participants; 56% (9/16) were females and 44% (6/16) were males. Approximately, 44% (7/16) resided in the Western Cape, 38% (6/16) were coming from Gauteng, and Free state, KwaZulu-Natal, and Eastern Cape each had one (6%) fellow who took part in the evaluation whilst 75% (12/16) of participants were black, 25% (4/16) were white participants.

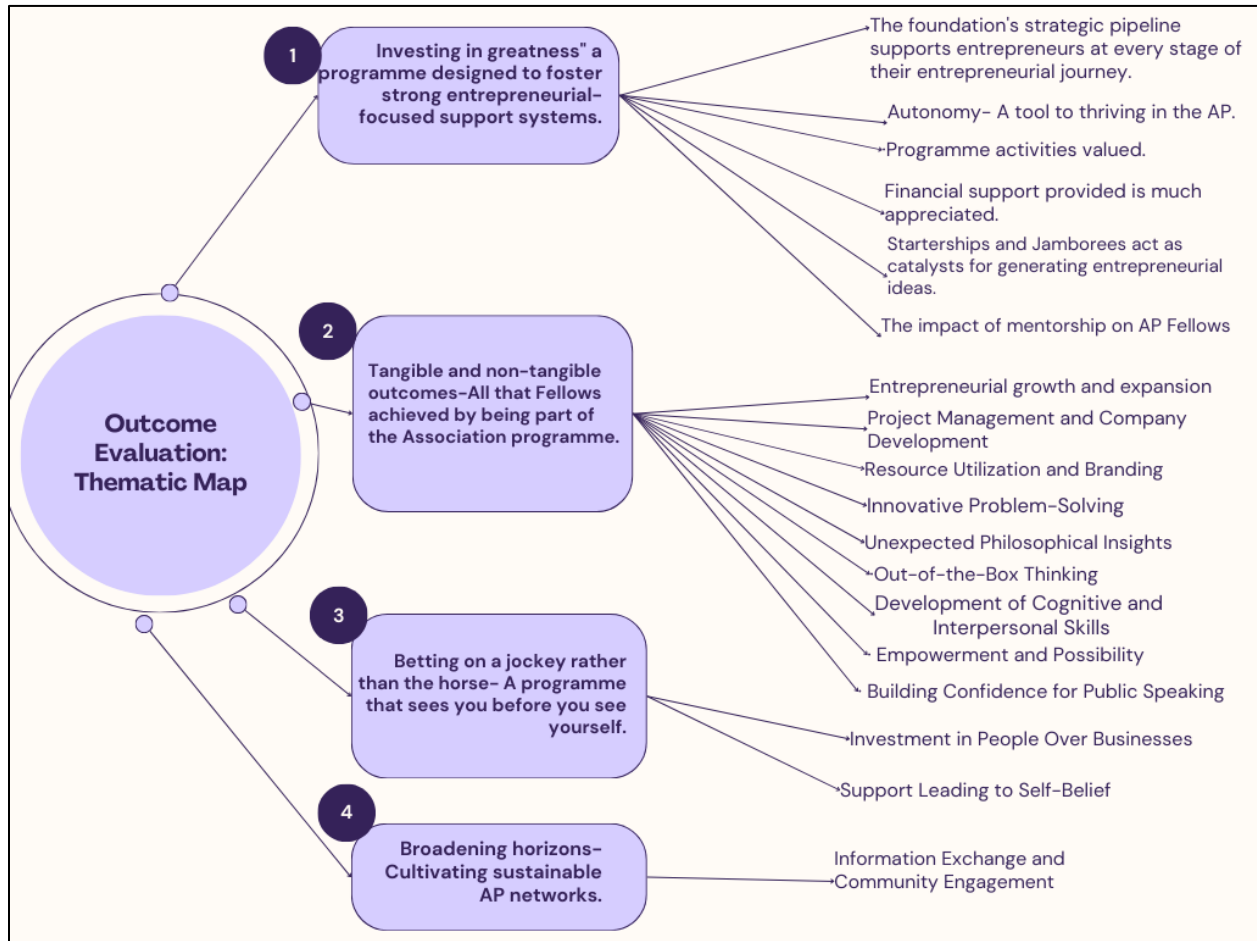
**Table 9***Demographics of Fellows Engaged.*

<b>Category</b>	<b>Gender</b>	<b>Population group</b>	<b>Current Position</b>	<b>Location</b>
<b>Success cases</b>	Male	Black	Senior Analyst	Gauteng
	Male	Black	Management Consultant	Gauteng
	Female	Black	Data analyst	Cape Town
	Male	Black	Clinical Psychologist	Free State
	Female	Black	Founder CEO	Cape Town
	Female	Black	Fellow in Residence (FIR)	Gauteng
	Male	Black	Founder CEO	Gauteng
	Female	Black	Senior Analyst	Gauteng
	Male	White	Founder/CEO	Makhanda- Eastern Cape
	Female	White	Gaming Officer	Cape Town
	Female	White	Founder	Cape Town
	<b>Non-Success cases</b>	Female	Black	Co-founder
Male		Black	Founder	KwaZulu-Natal
Female		Black	Intern	Gauteng
Female		Black	Innovation director	Cape Town
Male		White	Stellenbosch Business School	Stellenbosch

Upon analysing the qualitative data utilising both deductive and inductive coding, the themes or patterns identified are as follows.

**Figure 5**

*Outcome Evaluation Thematic Map*



***Investing in greatness" a programme designed to foster strong entrepreneurial-focused support systems.***

The theme underlines the belief that greatness is cultivated through strategic investment in resources, mentorship, and community, all aimed at developing high-potential entrepreneurs. As highlighted by all respondents, the foundation has dedicated substantial resources (financial, educational, and technological) to support aspiring entrepreneurs by providing them with tools necessary for the success; this includes a robust mentorship framework established by pairing entrepreneurs with experienced mentors who offer guidance, share insights, and help navigate challenges. In addition, there is personalized support, which refers to individualized coaching and support that recognizes that each entrepreneur's journey is unique and requires a tailored approach.

The support aims to equip entrepreneurs with the mindset and capabilities to thrive in the long run, beyond the immediate goals. The foundation emphasizes continuous learning and skills development through workshops, training sessions and educational modules tailored to entrepreneurial needs. Furthermore, the foundation promotes community building by creating a strong, supportive community where entrepreneurs can connect, collaborate, and share experiences, fostering a sense of belonging and mutual support. Thus, facilitating connections with industry leaders, investors, and potential partners, opening doors to opportunities and resources that drive business growth.

This theme in terms of the success case method buckets used to analyse the data, reviewed what was used that worked, what good did it do and what results were achieved.

One fellow cited that the seed of greatness was planted in them by the foundation as early as when she was in Grade 6, she went to one of the foundation's camps since she was applying for the scholarship. In that selection camp, she was given a black t-shirt written "Investing in greatness." When she got home, her mother saw the t-shirt and read out the words to her, validating them to her saying that means they saw greatness in her.

NSC 4: I think that played a big role because I just viewed Allan Gray, as like this group of people and this community of people who just thought I was great.

A culture of resilience and the development of this unshakable conviction or belief that fellows can do anything has been one of the key takeaways by the fellows from both success and non-success cases.

NSC 3: Maybe this is one of the things that would be useful for the foundation to also try to figure out how they did it. But one of the things that they did really, really well would make us believe that anything was possible.

Below are key components of the theme that were identified by Fellows.

- The foundation's strategic pipeline supports entrepreneurs at every stage of their entrepreneurial journey.

AGOF has created a structured and intentional framework (referred to as a "pipeline development pathway") that guides individuals through different stages of their entrepreneurial journey, from early education to professional development. The Foundation has designed this pathway to ensure that it effectively supports individuals as they develop their entrepreneurial skills and capabilities over time. The pipeline is tailored to provide appropriate resources, education, and mentorship at various stages, ensuring that individuals receive the necessary support as they progress from being students to becoming entrepreneurs. Once individuals transition into the Association Programme (AP) as Fellows, the emphasis shifts towards creating a broader impact. This means that the Foundation encourages Fellows to not only focus on their personal entrepreneurial success but also to consider how their actions can positively affect their communities, society, and the economy at large.

SC 11: I wanted to be a part of something that offers a long-term view or a long-term investment in my career or me as a person.

- Autonomy- A tool to thriving in the AP.

What was highlighted by all fellows engaged in interviews is that participation in the AP is completely voluntary, therefore having a sense of autonomy to enable you to account for your actions is key in ensuring that you optimally utilize the opportunities presented to you by just being part of the AP community. Fellows have the choice to join the Association Programme rather than being required or mandated to do so. They can decide whether or not to engage with the programme based on their interests, goals, and readiness. This voluntary aspect respects the individual's right to make personal decisions about their educational and professional paths. Since participation is voluntary, the programme can attract individuals who are genuinely interested in entrepreneurship and are eager to learn and grow. This creates a community of like-minded individuals who are committed to their entrepreneurial journeys, fostering collaboration and shared learning.

SC 7: Unlike in the fellowship programme where everything was mandatory, the participation in the Association Programme is voluntary.

- Programme activities valued.

Although Fellows indicated that all AP activities were significant; from Jamborees, entrepreneurial pitching, to all activities in the Ideation, Venture and Creation (IVC) programme, entrepreneurial academy and expand your horizons programme, each of these activities have played a significant role in shaping the entrepreneurial journeys of all fellows engaged. However, depending on where they were in their journey, these activities varied in their level of interest or being valuable but what was more common was how much valuable the IVC programme was as it provided a practical view of an entrepreneur's journey; this was followed by the Expand your horizons programme which provided fellows an opportunity to visit various locations to experience different types of businesses and engage diverse entrepreneurs to get a sense of their entrepreneurial journey.

SC 4: IVC programme and the mentorship have been among the most valuable, they give a framework for looking at a business and looking at how maturely developed your business or business model is, they literally give you a framework to have on the page and grade yourself that's quite valuable.

Regarding the expand your horizons programme, Fellows appreciated the opportunity to be exposed to different types of entrepreneurs and their businesses.

SC 5: It's a programme where you visit different businesses and see different cool entrepreneurial ventures or forms or depending on the theme of that year.

- Financial support provided is much appreciated.

The stipend provided to Fellows through the Entrepreneurial Academy programme serves as a form of financial assistance that can alleviate some of the economic burdens associated with pursuing their entrepreneurial education and development. This support can help cover essential

expenses such as learning materials, transportation, and living costs, allowing Fellows to focus more on their studies and entrepreneurial activities without the stress of financial constraints. The availability of a stipend acts as an incentive for individuals to join the Entrepreneurial Academy programme. Knowing that they will receive financial support may encourage more talented and motivated individuals to apply and participate, thereby enriching the programme with diverse perspectives and experiences. It not only provides essential financial support but also enhances their overall experience, motivation, and engagement within the programme, ultimately contributing to their growth as high-impact entrepreneurs.

SC 5: With the Entrepreneurial Academy programme, I am receiving like a stipend, so it basically amounts to R150,000 funding.

Once a business gains a bit of traction and shows a degree of scalability, IVC recommends and links the fellow to E squared to join their pathways programme which provides funding at different phases of the E Squared programme.

SC 1: IVC really assisted me to take this idea that I had of starting a business and start putting it into, you know, some providing a structure for validating it, you know, and then actually implementing it. And then from there, being able to take that to E squared and commercialize it effectively.

- Starterships and Jamborees act as catalysts for generating entrepreneurial ideas.

Fellows have highlighted that activities like starter ships and jamborees create dynamic and interactive learning environments where participants can engage with one another, share ideas, and collaborate on projects. These settings encourage open dialogue and brainstorming, which can lead to the generation of innovative entrepreneurial ideas. These activities provide valuable networking opportunities for participants to connect with fellow entrepreneurs, industry experts, mentors, and potential investors. Building relationships within this network can inspire new ideas, partnerships, and collaborations that may not have been possible otherwise.

SC 2: Jamboree was a really, really great one because of the diversity of the individuals who not only attended the Jamboree, but also like the speakers and the panellists.

SC 7: They used to have some workshops for startups, to provide guidance on how to start up a company.

- The impact of mentorship on AP Fellows

Although it appears access to mentoring is not as structured as in the fellowship programme, whereby candidate fellows would have biweekly meetings at set dates, in the Association, access to a mentor is more ad hoc however, its significance was quite apparent. Majority of fellows regard mentorship as a significant and effective component of being in the Association, having a mentor whether it is a fellow or an external individual appointed by the Association is important as they serve as a guide and motivator since they have walked a similar journey and can provide the much-needed support. Fellows indicated that access to a mentor brought focus to them-implying that having a mentor helped them clarify their goals, priorities, and direction in their entrepreneurial journey. Mentorship helped them with personal mastery and career guidance. Even fellows from the non-success case criteria alluded to the importance of the role of mentorship. Below is a breakdown of what Fellows highlighted regarding the role of mentorship.

- Accountability Through Mentorship

Fellows highlighted that mentorship fosters accountability, which is essential for individuals pursuing business ventures. This suggests that having a mentor can motivate individuals to stay committed to their entrepreneurial goals, whether they are working on a venture part-time or full-time.

SC 4: It also helps to build a level of accountability if you're trying to work on a business venture on the side or business venture full time.

- Navigating Professional Environments

Fellows discussed the impact of having an external mentor who provides guidance in navigating the complexities of the workplace. This mentorship is particularly valuable as it contrasts with the structured academic environment, helping individuals adapt to the realities of professional life.

SC 7: I had an external mentor, and we still talk even now. She helped me to navigate the working environment because it's very different from you know, school where we attend lectures, do assignment and Tutorials.

- Coaching as a Form of Support

Fellows emphasized the significant benefits of having a coach, indicating that this support is crucial for personal and professional growth. Coaches can offer tailored advice and strategies that enhance an individual's entrepreneurial journey.

SC 9: Huge benefit is to be able to have the support of a coach.

- Personal Mastery and Career Guidance

Even a Fellow from the non-success criteria reflected on the gains achieved through mentorship in both personal mastery and career guidance. This indicates that mentorship contributes to holistic development, equipping individuals with the skills and confidence needed to succeed.

NSC 4: 'So, I have gained a lot in terms of the personal mastery aspect, but also the career guidance aspect.

***Tangible and non-tangible outcomes-All that Fellows achieved by being part of the Association Programme.***

This section captures both the concrete and abstract benefits gained by fellows through their involvement in the programme.

**Tangible Outcomes**

Tangible outcomes are measurable and concrete results that can be easily quantified or observed. In the context of the AP programme, these include fellows that have started and running flourishing businesses, fellows in corporate managing successful multi-million-rand projects and those on full time employment in leadership positions. There are fellows who produced great innovations that have been recognized in relevant platforms, and they later sold portion of their innovations and now making passive income. Fellows reflected on the various achievements they have obtained since being part of the AP programme. These include.

- Entrepreneurial growth and expansion

One fellow expressed a sense of accomplishment and ambition, indicating that the individual had successfully started a business and is now operating multiple sites with plans for further expansion. This demonstrates not only the ability to initiate a venture but also to scale it effectively.

SC 1: I started the business. we ran three different sites now operation we're looking to expand to a fourth and fifth site over the next 12 months.

- Project Management and Company Development

The fellow emphasizes significant responsibility and involvement in a large-scale project (18 million Rand) and the foundational work in building a new company. This highlights the skills gained in project management and the ability to contribute to substantial business initiatives.

SC 5: I managed 18 million Rand project; I was part of the process of building up a complete new company.

- Resource Utilization and Branding

A Fellow mentioned winning a branding package valued at R10,000 through the programme. This indicates the importance of resources provided by the programme that can enhance the visibility and marketability of a business, highlighting how the programme supports practical business needs.

SC 4: Within the programme, not many, I mean, I know being part of our IVC, there was a branding package that that we won, I think that was just that was about R10,000.

- Innovative Problem-Solving

The Fellow illustrated creativity and innovation through the development of a start-up focused on manufacturing protective domes for food gardens. The mention of aesthetic appeal and potential media recognition (Home & Garden magazine) underscores the importance of design and functionality in entrepreneurship, as well as the ability to address specific market needs.

NSC 2: So, I created a start-up manufacturing protective domes for food gardens and for that start up with what I considered aesthetically pleasing design to solve a problem to the point where I actually had a comment that the design could be featured in the Home & Garden magazine because it looked aesthetically pleasing.

The non-success in the tangible outcomes either have attempted to start a business but it has not gained traction yet or they are unemployed and still trying to find themselves and where they fit.

NSC 2: For the first media business I had one employee and for the food security start-up I also had some part-time employees involved in the manufacturing process. But certainly, if I look at the mission of the AGOF, part of it is to accelerate meaningful employment creation. I haven't yet achieved that level of entrepreneurship where I would say I have helped accelerate meaningful employment creation.

### **Non-tangible Outcomes**

Non-tangible outcomes are qualitative and often subjective benefits that may not be easily measured but significantly impact the personal and professional growth of the Fellows. The non-tangible results included personal growth, various skills and knowledge that cultivated entrepreneurial mindset. Some of the identified nontangible results included.

- **Unexpected Philosophical Insights**

The Fellow noted that while they initially sought practical skills, the philosophical aspects of the programme were an unexpected yet valuable addition. This suggests that the programme offers a holistic approach to entrepreneurship that encompasses both practical and theoretical dimensions.

SC 6: 'I think all the philosophical stuff because I came in for the practical stuff, but I think all the philosophical stuff was unexpected.

- **Out-of-the-Box Thinking**

The Fellow emphasized the importance of creative and unconventional thinking as a skill that can be practiced and developed. This highlights the programme's focus on fostering innovative mindsets among participants, which is crucial for entrepreneurial success.

SC 4: There's a way of thinking, a kind of out of the box thinking that I think you can practice that I think has proven valuable.

- **Development of Cognitive and Interpersonal Skills**

The Fellow mentioned the acquisition of critical thinking, interpersonal skills, and digital skills. This indicates a comprehensive skill set that prepares participants for various challenges in the business world, emphasising the importance of adaptability and effective communication.

SC 8: Cognitive stuff, like critical thinking, skills that I've developed interpersonal skills, digital skills.

- **Empowerment and Possibility**

The Fellow reflected on the programme's ability to instil a belief in the participants that "anything was possible." This empowerment is a key aspect of entrepreneurial training, as it encourages individuals to pursue ambitious goals and overcome obstacles.

NSC 3: But one of the things that they did really, really well would make us believe that anything was possible.

- Building Confidence for Public Speaking

The Fellow highlighted a personal growth aspect, where the programme helped the individual gain confidence, particularly in public speaking. This underscores the importance of self-assurance in entrepreneurship and the role of the programme in facilitating personal development.

NSC 4. It helped me with my confidence. I knew that I wanted to be a public speaker.

***Betting on a jockey rather than the horse- A programme that sees you before you see yourself.***

The theme underscores the belief that it is the qualities of the individual—such as their vision, drive, adaptability, and leadership—that are the true determinants of success. A programme that "sees you before you see yourself" is one that excels in identifying and fostering these qualities, providing the necessary support and encouragement to help individuals realize and exceed their potential. This approach not only benefits the individuals involved but also contributes to creating a community of empowered, capable leaders who can achieve significant and sustained impact in their respective field. It came out strongly that the foundation puts emphasis on individual potential instilling early recognition and providing a strong support system by being proactive in identifying talent and potential in individuals at an early stage often before they themselves are aware of their own capabilities and future impact. Fellows highlighted the following.

- Investment in People Over Businesses

The Fellows highlighted the notion that investors are more inclined to invest in individuals rather than just their business ideas. The lack of data on the business itself makes personal credibility and potential a critical factor in securing investment. The speaker acknowledges a transformation in their self-belief, spurred by the support from Allan Gray, which reinforces their worthiness as an investment.

SC 10: Investors aren't investing in the business because there's not enough data on the business to legitimize the investment, they are actually investing in the person.

- Support Leading to Self-Belief

The Fellow emphasized that the backing from Allan Gray instils a sense of belief and confidence in participants. This support acts as a catalyst for personal empowerment, enabling individuals to recognize their capabilities and potential for success.

NSC 5: ...You know, when you've got that belief in yourself and confidence that I can do it because I'm so supported by Allan Gray definitely would definitely be one of them.

***Broadening horizons- Cultivating sustainable AP networks.***

Through the networks and communities cultivated by the foundation, fellows have reportedly forged lasting bonds and established robust support systems that extend beyond the direct influence of the foundation. These organically developed connections have become a cornerstone of the fellows' professional and personal lives. It is within these self-sustaining networks that most fellows report experiencing higher levels of interaction and engagement. These informal networks have proven to be fertile ground for business relationships, collaborations, and opportunities. Fellows often find that these peer-driven communities offer a dynamic and responsive environment, where they can exchange ideas, seek advice, and form strategic partnerships. The synergy created in these spaces fosters innovation and growth, as fellows leverage each other's strengths and experiences to tackle challenges and seize new opportunities. Ultimately, these grassroots connections and networks become instrumental in the fellows' entrepreneurial journeys, contributing significantly to their success and resilience. Fellows stated the following.

- Information Exchange and Community Engagement

The Fellow emphasized the active exchange of information within WhatsApp groups, highlighting their role in sharing updates about education funding, current affairs, and discussions that keep members informed and engaged. This platform serves as a vital resource for participants to stay connected and informed.

SC 4: So, there's a lot of information that's exchanged on the various groups on the WhatsApp groups. whether it's to do with education funding, whether it's news and updates and discussions and kind of debates on current affairs that happen just keeping up with that information that comes across the groups.

- Value of Community Support

The Fellows emphasized the profound impact of community on individual growth and opportunities. The quote illustrates how members utilize the group to share job applications, announce new business ventures, and seek connections within various industries. This collaborative environment fosters a sense of belonging and mutual support among participants.

NSC 1: Observing the WhatsApp group, I think the lesson of how important such a community is, was profound because there's lots of times where people are posting job applications or that they're opening up their own business or they are asking for links to people in industries that they have questions for.

Whether a success case or a non-success case, one thing remained true and constant from all fellows engaged was their immovable, unshaken belief in themselves; they saw value in themselves because AGOF had planted a seed of greatness in them. One fellow indicated that when they walk into a room and they introduce themselves as an Allan Grey fellow, the whole mood or energy in the room changed. The name carries a lot of credibility. Another fellow stated that, he couldn't qualify for a home loan but when the bank manager heard that he was an Allan Grey fellow, he decided to approve his home loan sighting that just being an Allan Gray fellow assures him that he will honour the loan repayment plan. Another added benefit of being in the programme was the growth mindset developed which encourages Fellows to embrace challenges, learn from feedback, and persist in the face of setbacks.

## Chapter Four: Discussion

This chapter will be divided into two sections: Theory evaluation discussion and Outcome evaluation discussion.

### I. Theory evaluation

The theory evaluation aimed to assess the plausibility of AGOF Association Programme TOC and its alignment with empirical evidence. This evaluation was guided by key questions that focused on the programme's theoretical framework, causal pathways, and alignment with the AGOF pipeline strategy. The findings from this evaluation provide significant insights into the effectiveness and potential areas for improvement within the programme. Findings in line with key evaluation questions (KEQ) are deliberated below.

*KEQ 1: To what extent is the Association Programme TOC supported by empirical evidence?*

The evaluation confirmed the plausibility of the programme's TOC through a comprehensive literature review and insights from subject matter experts. Empirical evidence highlighted the importance of continuous learning, mentorship, and resource access for entrepreneurial success. Research supports that entrepreneurial education enhances self-efficacy and resilience, which are vital for success (Bullough & Renko, 2013). The findings align with the literature that underscores the role of structured support and mentorship in developing successful entrepreneurs (Göksen-Olgun et al., 2022). Subject matter experts validated the programme's assumptions, highlighting the need for an entrepreneurial mindset, mentorship, and structured support. As part of a broader pipeline strategy, the Association Programme's focus on lifelong learning and community building aligns with best practices in entrepreneurial development, reinforcing the theory's validity.

*KEQ 2: To what extent are the causal pathways for the Association Programme plausible?*

The causal pathways of the Association Programme are plausible, as per the findings. The evaluation, based on literature review and expert insights, found logical links between the programme's activities (mentorship, workshops, funding access) and intended outcomes (creating socially responsible enterprises). The literature indicates that structured mentorship and access to resources significantly enhance entrepreneurial outcomes (Kumar, 2017; Matlay & Mitra, 2002). This supports the programme's design, which emphasizes these elements as foundational to its success. Experts noted that the programme's comprehensive strategy, which combines personal

development, community engagement, and resource access, aligns with established best practices in entrepreneurial education. This reinforces the plausibility of the programme's causal pathways.

*KEQ 3: To what extent do the objectives of the Association Programme align with the AGOF pipeline strategy?*

The objectives of the Association Programme align closely with the AGOF pipeline strategy, serving as its final component by providing ongoing support throughout the individual's entrepreneurial journey. Targeting graduates of the Fellowship Programme, it focuses on lifelong learning, mentorship, networking, and fostering an entrepreneurial mindset, which reflects the pipeline's goal of nurturing talent from early education to professional development. The importance of a structured pipeline in supporting entrepreneurial development is well-documented (Blesia et al., 2021). The AGOF's approach to integrating various stages of education and support aligns with this literature, emphasising a holistic view of entrepreneurial growth. Experts emphasized that the pipeline strategy is crucial for monitoring the entrepreneurial journey of individuals, ensuring that they receive tailored support at each stage. This alignment enhances the programme's effectiveness and relevance.

## **II. Outcome Evaluation**

The key findings from the evaluation reveal that the AGOF Association Programme has made significant strides in supporting its fellows, but there are also areas that require attention. Firstly, the programme has successfully facilitated the establishment of socially responsible enterprises among its fellows, with fellows reporting positive outcomes in their entrepreneurial ventures. Secondly, the emphasis on mentorship and continuous learning has proven effective in fostering an entrepreneurial mindset, equipping fellows with the necessary skills to navigate the complexities of the business environment. Lastly, while access to financial assistance through partnerships like E<sup>2</sup> has been beneficial, there are still gaps in funding accessibility that need to be addressed to enhance the programme's impact. For the Association Programme, several KEQs were established to assess the effectiveness of the programme.

*KEQ 1: To what extent have the AGOF Association Programme activities resulted in fellows establishing socially responsible high-impact enterprises?*

The evaluation found that success case fellows have established socially responsible enterprises, demonstrating the programme's effectiveness in this regard. This finding aligns with existing literature that emphasizes the importance of structured support and mentorship in fostering

entrepreneurial success (Bullough & Renko, 2013; Mzangwa, 2016). The workshops and mentorship provided by the programme have equipped fellows with the skills and knowledge necessary to innovate and address societal needs through their businesses. For AGOF, this finding underscores the strength of its mentorship framework and the need to continue investing in these areas. However, to further enhance the impact, AGOF should implement tailored support for underrepresented beneficiaries to ensure equal access to resources and opportunities for all fellows.

*KEQ 2: To what extent has the AGOF Association Programme fostered entrepreneurial thinking in the work environment?*

The evaluation revealed that fellows reported applying entrepreneurial principles in their workplaces, indicating a significant impact on their professional environments. This finding is consistent with literature that highlights the role of entrepreneurial education in developing critical thinking and innovation skills (Dasmit et al., 2021; Göksen-Olgun et al., 2022). The programme's focus on fostering an entrepreneurial mindset has empowered fellows to take initiative and pursue innovative projects. For AGOF, this finding suggests that the programme is effectively instilling the desired entrepreneurial culture among its fellows.

*KEQ 3: To what extent has the Association Programme fostered access to financial assistance for fellows' start-up businesses?*

While the partnership with E<sup>2</sup> has facilitated funding opportunities, the evaluation indicated that access to financial assistance remains a challenge for some fellows with some fellows highlighting non-pragmatic nature of the application process as the actual process of actually acquiring the funds is a lengthy one. The literature suggests that structured access to funding can significantly enhance entrepreneurial success (Matlay & Mitra, 2002). For AGOF, this underscores the importance of not only providing funding but also ensuring that the application process is streamlined and accessible. Recommendations include enhancing communication about funding opportunities and providing workshops on navigating the funding landscape, which could empower fellows to secure the necessary capital for their ventures.

*KEQ 4: To what degree have active Association fellows contributed back to the foundation?*

Based on the findings, there was limited data to confidently indicated that a vast majority of fellows are giving back to the foundation in a significant way, however; there active fellows who indicated that they give back into the Association Programme through their time, this entails assisting in the recruitment process for the Fellowship programme, facilitating AGOF activities,

volunteering for the selection camps and on the Association Programme committee. They have also organized community initiatives, such as a book drive for an orphanage, and engaged in mentorship by supporting mentees from the Fellowship. Additionally, they promote the programme by circulating application forms within their networks and participating in roadshows to raise awareness about the Foundation's initiatives.

*KEQ 5: To what extent has the AGOF programme produced unintended outcomes (whether positive or negative)?*

The AGOF programme has produced unintended outcomes, both positive and negative, to a notable extent, as highlighted by the Fellows engaged. Many fellows reported that their involvement in the programme led to increased community engagement and social responsibility, which they had not initially anticipated. This reflects a broader impact on their commitment to contributing positively to society beyond their business ventures. The programme has fostered unexpected networking opportunities among fellows, leading to collaborations and partnerships that have enhanced their entrepreneurial journeys. This sense of community and shared learning was an unintended but beneficial outcome. Participants noted significant personal growth, including increased confidence, and improved soft skills, such as communication and leadership. While the programme aims to provide equal opportunities, some fellows reported disparities in access to resources and support, leading to feelings of exclusion among those who felt less connected or engaged with the programme. A few participants expressed concerns about becoming overly reliant on funding from the programme, which could potentially suppress their initiative to seek alternative funding sources or develop self-sustaining business models.

### **Limitations of the Evaluation**

Despite the significant insights gained from this evaluation, several limitations must be acknowledged. The sample size, while sufficient for qualitative analysis, may not fully represent the diverse experiences of all fellows within the programme. Additionally, the reliance on self-reported data may introduce bias, as participants may present their experiences in a more favourable standpoint. The AGOF TOC utilized in the evaluation was a working document with revisions that may affect the validity of the evaluation results. While the SCM provides valuable insights into the successes of the AGOF Association Programme, its limitations for causal inference and inherent challenges in application must be acknowledged. Although the method

emphasizes understanding of what works by examining success cases, it may overlook valuable insights from non-success cases. This narrow focus can lead to an incomplete understanding of the programme's effectiveness and the factors contributing to both success and failure. The application of the SCM can vary based on the evaluators' interpretations and the context in which it is applied. This variability can affect the consistency and reliability of findings, making it harder to replicate results in future evaluations. These limitations highlight the need for a more comprehensive evaluation approach that includes larger, more diverse perspectives, control groups, and quantitative measures to strengthen causal claims and enhance the overall understanding of the programme's impact.

## **Recommendations**

- Subject matter experts

Several plausible recommendations were proposed; these include tailored Support for underrepresented beneficiaries which entails offering customized support, such as mentorship and training, to address the unique challenges faced by individuals from underrepresented backgrounds, moving away from a "one size fits all" approach. Enhancing collaboration with Stakeholders which seeks to strengthen partnerships with government and private sectors to create a more integrated ecosystem for entrepreneurship education, providing beneficiaries with wider resources and opportunities. Emphasising entrepreneurial aspirations which encourages beneficiaries to view entrepreneurship as a viable career path, equipping them with the tools and mindset to succeed. Provide training on market research and validation to help participants create solutions that address real market needs.

- Association Programme (AP) Fellows

Firstly, fostering a safe and inclusive environment for discussions is essential, encouraging open dialogue on diverse viewpoints to mitigate conflicts within communication platforms like WhatsApp groups. Secondly, organising more informal networking opportunities, such as regional hubs or casual meetups, would allow fellows to self-organize and connect outside of structured events, enhancing community engagement. Additionally, implementing regular tracking of fellows' business progress and providing structured opportunities for pitching to access capital could help maintain accountability and support entrepreneurial growth. Furthermore, increasing

the frequency of social events, including evening gatherings and a balance of virtual and physical sessions, would accommodate fellows' schedules and promote community bonding.

### **Conclusion**

In conclusion, the evaluation highlights the significant impact of the AGOF AP on fostering entrepreneurial skills and providing essential support to its beneficiaries. While the programme demonstrates strengths in mentorship, access to capital, and community building, there are opportunities for improvement, particularly in tailoring support for underrepresented individuals and enhancing collaboration with stakeholders. By adopting a more customized approach, emphasising diversity, and focusing on real market needs, the programme can further empower its fellows and contribute to a more equitable entrepreneurial ecosystem. Continuous feedback and adaptation will be crucial in ensuring the programme's relevance and effectiveness in achieving its goals.

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## Appendices

### Appendix A: Faculty of Commerce's Ethics in Research Committee evaluation approval Letter



2024/01/09

COM/00550/2023

RE: Research Ethics Committee Project Approval Letter

Dear Mojalefa Dipholo,

Your application for ethics review of your project titled

Theory and Outcome Evaluation of the Allan Gray Orbis Foundation Association Programme

has been reviewed and evaluated by the

Commerce Research Ethics Committee.

You may proceed with your research project titled:

Theory and Outcome Evaluation of the Allan Gray Orbis Foundation Association Programme

Please note that should:

- (i) any serious or adverse effects to participants occur and/or,
- (ii) aspect(s) of your current project change and/or
- (iii) any unforeseen events that might affect continued ethical acceptability of the project occur then you should immediately report this to the approving REC. You may be required to submit an amendment to this application, in order to determine whether the changed aspects increase the ethical risks of your project.

Based on the information supplied your application has been successful and is approved.

Please note the following additional conditions associated with this approval:

- (i) Extreme care must be taken in presenting any analysis according to the race of the respondent. If the researchers are in ANY doubt about the probity of their analysis, they must seek advice in the first instance from their supervisor, and - if necessary - from the Chair of the Commerce EiRC

Regards,

Commerce Research Ethics Committee.

**Appendix B: Memorandum of agreement between AGOF and the UCT Knowledge Coop**

**MEMORANDUM OF AGREEMENT (#775)**

Made and entered into by and between

**ALLAN GRAY ORBIS FOUNDATION (RF) NPC**

A registered non-profit company, having NPC registration number 2021/401558/08, herein represented by Mlungisi Zuma in his capacity as Research Specialist and he being duly authorized thereto.

(hereinafter referred to as “the **Organisation**”)

And

**UNIVERSITY OF CAPE TOWN**

through the UCT Knowledge Co-Op

A university established in terms of the Higher Education Act, 1997, and the statute of the University of Cape Town, as published and gazetted on 24 January 2020 in Government Gazette No 41, 42967 and amended under Government Gazette No 45954, Government Notice No 1793 of 25 February 2022, herein represented by Jessica Senekal in her capacity as Legal Advisor of the University of Cape Town and she being duly authorized thereto, having its principal place of business at Bremner Building, Lower Campus, Lovers’ Walk, Rondebosch, 7700

(herein after referred to as “**UCT**”)

(Hereinafter collectively referred to as the “**Parties**” and individually as the “**Party**”)

## PREAMBLE

**Whereas** UCT Knowledge Co-op is a unit within UCT which works in partnership with communities to address development challenges. The unit aims to make it easier for community partners to access UCT's skills, resources and professional expertise and works by matching community groups with academic partners in a collaboration that meets the needs for research or practical support identified by the community group.

**And Whereas** the Organisation is a non-profit organisation with the mission to become a centre of excellence for responsible entrepreneurship, to foster a community of responsible entrepreneurs and, consequently, to contribute to developing long-term economic and societal wealth and has identified the challenge to evaluate the design and implementation of the Allan Gray Entrepreneurship Challenge in secondary schools in order to improve programme design. **And Whereas** the Parties wish to establish an arrangement to govern the relationship between them on the basis of the terms and conditions contained hereinbelow.

## 1. Definitions

In this Agreement, unless clearly inconsistent with or otherwise indicated by the context, the definitions set out hereinbelow shall apply:

- 1.1. **“Agreement”** means this memorandum of agreement between the Parties captured in this document, together with any annexures, which are incorporated herein by reference.
- 1.2. **“Commencement Date”** means 25 August 2023 notwithstanding the date of last signature hereto, provided that ethics approval has been obtained where required;
- 1.3. **“Intellectual Property”** means intellectual capital relating to the Project in the form of any and all technical or commercial information, including, but not limited to the following: specifications and formulae; data, systems and processes; production methods; trade secrets; undisclosed inventions, financial and marketing information; as well as registered or unregistered intellectual property in the form of patents, trademarks, designs, know-how and copyright in any works, including literary works or computer software Programme;
- 1.4 **“Project”** means the research to be undertaken towards the case study entitled: “A multi-level evaluation of the Allan Gray Orbis Foundation.” An evaluation of the design and implementation of the Allan Gray Entrepreneurship Challenge in secondary schools in order to improve programme design a brief description of the Project is attached hereto as Annexure “A”;

1.5 “Knowledge Co-op Representative” means Roshan Sunday;

1.6 “**UCT Academic Supervisor(s)**” means A/Prof. Adiilah Boodhoo, School of Management Studies, Section of Organisational Psychology at UCT.

## 2. Purpose

With the support of the Organisation, **Nozuko Ndamase** who is enrolled for the MPhil in Programme Evaluation (hereinafter, “the student”), shall conduct research towards the Project under the academic supervision of the UCT Academic Supervisor. The student is undertaking the Project primarily as a learning experience and is not able to offer advice as an expert on the matter to be researched.

## 3. Duration

3.1 The Project will commence on the Commencement Date (see clause 1.2 above) and shall endure until 28 February 2025.

3.2 The Parties may extend this Agreement if required by mutual agreement in writing.

## 4 Nature of the Partnership

4.1 The use of the term “partner” in this Agreement is not intended in a way that implies the creation of a legal partnership, joint venture, or any other kind of legal entity between UCT and the Organisation in order to implement the proposed Project. It is used to express a partnership in which both Parties have equal status.

4.2 The Parties are entering into this Agreement on the basis that they are equal partners who bring different and yet complementary strengths to the tasks of the Project.

4.3 The Parties commit themselves to the common goal of achieving the objectives of the Project to the standard acceptable in the academic field. Their relationship in implementing this Project will be underpinned by principles of transparency and trust.

## 5 Roles and Responsibilities of the Parties for the Project

### 5.1 Student tasks:

- Share the draft research proposal with the Organisation for comment.
- Display professional behaviour at all times while working in the Organisation or on their programme.
- Conduct field work and write a dissertation. A client report will be negotiated, should the Organisation indicate the need for this.
- Share findings with the Organisation via the dissertation which will enable the Organisation to make informed decisions about its programme.

- The student to conduct a presentation on findings and recommendations to the Organisation.

#### 5.2 The Organisation tasks:

- Introduce the Student to the Organisation staff and assign a designated an employee to provide access to relevant organisational information.
- Assist with the selection of study participants as required for the Project.
- Assist in obtaining permission for surveys with informants.
- Provide access to secondary data including publications, existing programme implementation documents and reports (as well as the raw data), as needed.
- Provide feedback and comment at times during the research process.
- Copy the Academic supervisor in all correspondence with the student.

#### 5.3 Knowledge Co-op tasks:

- The Knowledge Co-op Representative will introduce the UCT Academic Supervisor(s), the student, and the Organisation to each other and mediate the process towards completion of the Project.
- Disseminate outputs from the Project.

### 6 Finances

Unless expressly otherwise agreed upon in writing, there shall be no consideration payable by either Party for the performance of work by the other Party under the Project and each Party shall be responsible for procuring its own funding and paying its own costs incurred in respect of the Project.

### 7 Confidentiality and disclosure of information

- 7.1 Neither Party nor their respective employees, consultants or agents shall disclose, use or make public, any information or material acquired or produced in connection with or by the performance of this Agreement, other than in the performance of their respective obligations under this Agreement, or as required by law, without the prior written approval of the other Party, which may not be unreasonably withheld.
- 7.2 The Parties intend that the provisions of this clause shall be binding on them and shall survive the termination or expiration of this Agreement.
- 7.3 The Parties agree that any person interviewed during the course of the Project will be advised of the nature and consequences of the Project, and that informed consent will be acquired in line with UCT ethics policies.

## 8 Intellectual Property and Publication

8.1 Each Party shall retain all rights to existing Intellectual Property owned by it at the commencement of the Project arising under this Agreement. The rights to any Intellectual Property created by the student during the course of the Project period shall be vested in UCT.

8.2 The Parties agree that any products of this process will be made available to the public on the UCT Knowledge Co-op website under a Creative Commons licence.

## 9 Dispute Resolution

Any dispute, arising from, or in connection with this Agreement shall first be resolved by the Parties through the process of negotiation or mediation and if the dispute cannot be resolved, then the dispute shall be referred to the Arbitration Foundation of South Africa for resolution.

## 10 Service of Required Legal Notices

Any notice or communication associated with the performance of this Agreement required to be given under this Agreement shall be deemed made if given by registered or certified mail, postage prepaid, and addressed either to the stipulated legal address given below or to such other address as may hereafter be specified in writing by the Parties:

If to UCT:

Attention: Director, Research Contracts & Innovation  
Address: Allan Cormack House, 2 Rhodes Avenue  
Mowbray, 7700, Cape Town, South Africa

Email: [director.rci@uct.ac.za](mailto:director.rci@uct.ac.za)

If to the Organisation:

Attention: Mr Mlungisi Zuma  
Research Specialist  
46 Hof Street, Gardens, Cape Town, 8001  
Email: [mlungisi.zuma@allangrayorbis.org](mailto:mlungisi.zuma@allangrayorbis.org)

## 11 General

11.1 No alteration, variation, addition or agreed cancellation of this Agreement shall be of any force or effect unless reduced to writing as an addendum to this Agreement and signed by the Parties or their duly authorized signatories.

11.2 No indulgence, leniency, or extension of time which any Party ('the grantor') may grant or show to the other shall in any way prejudice the grantor or preclude the grantor from exercising any of its rights in the future.



11.3 If any clause or term of this Agreement should be invalid, unenforceable, or illegal, then the remaining terms and provisions of this Agreement shall remain in full force and effect without the invalid or unenforceable provisions.

THUS, DONE AND SIGNED AT __Cape Town____ ON    19____ DAY		
THIS _December 2023, for and on behalf of <b>the Organisation:</b>		
Allan Gray Orbis Foundation		
<b>Mlungisi Zuma</b>	Signature: _____	
<b>Read and acknowledged:</b>		
Student	_____	13/12/2023
Nozuko Ndamase	Date	_____
Academic supervisor	_____	13/12/2023
_____	_____	_____
Adiilah Boodhoo	Date	Signature
THUS DONE AND SIGNED AT _____ Cape Town ON THIS 12		
_____ th	DAY OF _____	December _____
2023, for and on behalf of <b>University of</b>		
<b>Cape Town:</b>		
Name: _____	Jessica Senekal	
	Signature: _____	

**Annexure “A”**

**Outcome and Theory Evaluation of the Allan Gray Orbis Foundation Association Programme**

1. Research problem

The Association Programme is the third and final phase programme of the Allan Gray Orbis Foundation's pipeline Entrepreneurship programme aimed at cultivating lifelong learning and creating entrepreneurial opportunities for graduate candidate fellows. To date, it is the only programme in the pipeline that has not been evaluated amidst concerns about its low uptake and retention rates. Thus, calling to attention whether the programme is keeping in line with best practice towards its objectives and how effective it is.

## 2. Research Objective

### 2.1 Why Theory Evaluation?

Programme theory evaluation assesses a programme's design to achieve intended outcomes.

It tests the programme's logic and effectiveness. The Association Programme's theory evaluation aims to: (a) determine alignment with empirical evidence, (b) establish whether the theory remains relevant in the current context, and (c) identify if modifications are necessary.

### 2.2 Why Outcome Evaluation?

Outcome evaluation evaluates the effectiveness of an intervention, assessing the desired outcomes and impact on the intended goals (Boothroyd, 2018). The objectives for outcome evaluation for the AGOF Association Programme are: (a) To assist in gathering evidence on the effectiveness of the intervention to make informed decisions that contribute to the improvement of programme and (b) To ensure accountability, evidence-based decision making, continuous improvement, and the delivery of meaningful and positive outcomes for the beneficiaries and communities that the intervention is serving.

## 3. Research Questions

### 3.1. Theory evaluation questions

- How does the Association Programmes Theory of Change (TOC) articulate the intended goals and objectives?
- What are the key assumptions which underlie the Association Programme?
- To what extent are the outcomes and causal pathways of the Association Programme plausible?
- How does the AGOF pipeline align with the objectives of the Association Programme?

### 3.2. Outcome evaluation questions

- To what extent have the Association Programme fellows engaged in socially responsible high impact enterprises?
- How effectively have the Association Programme fellows applied entrepreneurial thinking in their work environment?
- To what extent do the Association Programme fellow access the available capital for their businesses

## 4. Research Design

#### 4.1. Theory Evaluation Methodology

The proposed Theory Evaluation Methodology is evidence-based and guided by Carol Weiss (1995). It involves identifying programme goals, objectives, and activities, engaging with relevant stakeholders, conducting a literature review, and finalising the theory by comparing findings against the plausibility test. This process helps identify strengths and weaknesses, and recommends improvements for the programme theory.

#### 4.2. Success Case Methods

The Success Case Method (SCM) which has 5 steps by Brinkerhoff (2005) is proposed. The steps that will be taken are:

- Step 1: Planning the success case study for the Association Programme of AGOF. The intention is to introduce the method and establish who the stakeholders and role-players are as well as establish what skill, knowledge and attribute is being provided.
- Step 2: Establish how AGOF defines/views success for the Association. Discussions will also look into the non-successes, as well as unintended successes.
- Step 3: Designing and implement a survey to establish cases that are identified as successful and cases identified as unsuccessful. Descriptive analysis (Excel) will be used to analyse the data.
- Step 4: Interview and document the success cases to establish whether the skill, knowledge and attribute provided by AGOF had any bearing on success of Associates. Thematic analysis will be used to analyse the data.
- Step 5: Communicate findings, conclusions, and recommendations.

#### 5. Required Resources

- Resources required for the effective implementation of the proposed evaluation include: Access to fellow alumni database; Access to programme documents (e.g. TOC and background data on implementation of the programme); Access to subject matter experts, including programme staff; and Data Collection costs.

#### 6. Research Timeline

YEAR: 2023		
TASK	START	END
Development of Data collection tools	04-Sep-23	18-Sep-23
Submission of Chapter 1 and Chapter 2 of Dissertation	25-Sep-23	31-Oct-23
Proposal Presentation to Commerce Ethics Committee	03-Dec-23	03-Dec-23
YEAR: 2024		
Data collection	05-Feb-24	08-Apr-24

Data collection entry	08-Apr-24	26-Apr-24
Data Analysis	26-Apr-24	31-May-24
Draft Results Chapter to Supervisor	03-Jun-24	26-Jul-24
Draft Discussion Chapter to Supervisor	29-Jul-24	23-Aug-24
Draft Full Dissertation	30-Sep-24	25-Oct-24
<b>YEAR: 2025</b>		
Dissertation Submission	31-Jan-25	

## Appendix C: Interview Guide: Association Programme Fellows



University of Cape Town

Faculty of Commerce

### Association Programme Beneficiaries Consent Form for Interview Guide

**THE PURPOSE OF STUDY:** We are a group of Master`s students conducting research in partial fulfilment of the MPhil Programme Evaluation degree. We would like to invite you to participate in the evaluation study. However, before you agree to participate, we would like you to know more about why the evaluation is being done and what it would involve for you.

The research pertains to an outcome evaluation of the Allan Grey Orbis Foundation (AGOF) Association Programme which aims to assess the programmes intended and unintended outcomes. The evaluation is specifically aimed at understanding: a) the programme`s milestones, (b) who has benefitted from the programme, (c) how the participants have benefited from the programme, and (d) the challenges that participants have had with the programme and why. Findings from the survey will be documented and reported to AGOF providing recommendations for future consideration of programme improvement.

### **PROCEDURE AND DURATION:**

Ethical clearance for the evaluation has been sought from the Commerce Faculty`s Ethics in Research Committee. Information will be obtained through semi-structured interviews with the

beneficiaries. The interview will take place virtually at a convenient time. The interview will be approximately 40-60 minutes long. The transcribed interviews will be analysed and written into a report which will be submitted to the University of Cape Town.

**RECORDING AND STORING OF DATA:**

With your permission, the interview will be digitally recorded using a recording device and/or the virtual meeting platform that is used. Your participation in the evaluation will be kept confidential and only the Academic Supervisor and the evaluation team will have access to the data. This means the study will not identify your contributions by name, job title or gender in any documentation that will use information obtained during this process. The digital recording will be kept on a password-protected computer system. Once the research study has been completed the digital files will be stored for 5 years and after that, will be destroyed.

**VOLUNTARY AND CONFIDENTIAL PARTICIPATION:** Your participation is completely voluntary. You may stop or opt out of participating in this research at any time during the research or choose not to answer any questions, without penalty. Information obtained for this study will be kept confidential and participation will be anonymous. This declares that you will be unidentifiable from the information presented in the research study.

If you do not understand any portion of what you are being asked to do or the content of this form, I am here to provide a complete explanation. Questions are welcome at any time even after the study. The following people can be contacted for further information if necessary.

Mojalefa Diphoolo - [DPHMOJ001@myuct.ac.za](mailto:DPHMOJ001@myuct.ac.za)

Innocent Maponga - [MPNINN003@myuct.ac.za](mailto:MPNINN003@myuct.ac.za)

Ngoakwana Modubi - [MDBNGO002@myuct.ac.za](mailto:MDBNGO002@myuct.ac.za)

Lebo Nchachi - [NCHLEB006@myuct.ac.za](mailto:NCHLEB006@myuct.ac.za)

Nozuko Ndamase - [NDMNOZ002@myuct.ac.za](mailto:NDMNOZ002@myuct.ac.za)

Sarah Chapman (Supervisor) - [Sarah.Chapman@uct.ac.za](mailto:Sarah.Chapman@uct.ac.za)

**CONSENT:**

Verbal consent- I give my permission to participate in this research. \_\_\_ Yes \_\_\_ No

Verbal consent: I have had the opportunity to fully discuss my concerns and questions and fully understand the nature and character of my involvement in this research. \_\_\_ Yes \_\_\_ No

Verbal consent- I give my permission to be recorded for this interview. \_\_\_\_ Yes \_\_\_\_ No

## **SEMI-STRUCTURED INTERVIEW QUESTIONS**

### **Background and Introduction**

1. Can you tell me a bit about yourself and your academic background?
  - a. Did you further your education through the AGOF Fellowship Programme?
  - b. If yes, tell me how you got into the Fellowship programme.
2. Can you tell me about your role in the programme?
  - a. Why did you take part in the programme?  
Did you have any goals going into the programme?
  - b. Which programme activities have you found the most interesting?
  - c. Which programme activities have you found the least interesting?

### **Key Learnings**

3. What did you learn in the Association Programme?
4. How have you incorporated what you learned into practice?
5. What benefits have you experienced because of participating in the programme?
6. Have you received funding through E<sup>2</sup>?
  - a. **If the participant did not receive funding:** How has the lack of access to capital through E<sup>2</sup> impacted your business?
  - b. **If the participant received funding:** How has the access to capital, through E<sup>2</sup>, impacted your business?
7. What impact have the seminars and workshops had on your entrepreneurial mindset?
8. How has the programme impacted your innovation and problem-solving skills at work or in your business?
9. How has the mentorship impacted your personal mastery and career planning?

### **Pipeline**

10. Did you go through the AGOF pipeline (Scholarship programme, Fellowship programme and Association Programme)?
  - a. If no, move to the next section.
  - b. If yes, proceed to the next questions.
11. What do you think were the motives of Allan Gray having the pipeline?
12. Was there any significance for going through all three programmes?
13. Is the pipeline something that you think should continue? Please elaborate on your answer

### **Success**

14. What are some of the Association Programme activities you have engaged with?
  - a. Can you list the activities that have been valuable to your career?
15. What is your understanding of socially responsible high-impact enterprises?
  - a. Have you had any engagements in socially responsible high-impact enterprises?

### **[For participants that are working]**

16. Can you tell me about how you have applied entrepreneurial thinking in your work environment?
  - a. What are some specific examples where you have applied entrepreneurial thinking in your work environment?
  - b. What challenges have you faced in applying entrepreneurial thinking in your work environment?
    - i. How have you overcome these challenges?
  - c. What resources or skill acquired through the Association Programme have been helpful to you in applying entrepreneurial thinking in your work environment?

### **[For participants that are Entrepreneurs]**

17. Can you talk about how you started your business?
  - a. How did you access the capital for your business?
    - i. Did you apply for the capital through E<sup>2</sup>?

- ii. Were there any other alternative sources of capital other than E<sup>2</sup>?
- iii. What was the application process to source capital and how was it utilised?
  - b. What were some of the challenges you faced in accessing capital?
  - c. Do you have any recommendations for AGOF on how they can improve the application process for fellows to have access to the capital for their businesses?

### **Challenges and Successes**

- 18. What challenges did you face in participating in the programme?
  - a. How did you overcome these challenges?
- 19. What do you feel have been some of the successes acquired through the programme?
- 20. If you've made any sort of contribution towards the Allan Gray Foundation since being an Alumni, please tell me about it?

### **Recommendations**

- 21. Would you recommend this programme (AP or AGOF pipeline) to others?
  - a. Why or why not?
- 22. What advice would you give to others who are considering participating in the programme (AP or AGOF Pipeline)?

## Appendix D: Interview Guide: Subject Matter Experts



**University of Cape Town**

**Faculty of Commerce**

### **Subject Matter Experts Consent Form for Interview Guide**

**THE PURPOSE OF STUDY:** We are a group of Master`s students conducting research in partial fulfilment of the MPhil Programme Evaluation degree. We would like to invite you to participate in the evaluation study. However, before you agree to participate, we would like you to know more about why the evaluation is being done and what it would involve for you.

The research pertains to an outcome and theory evaluation of the Allan Grey Orbis Foundation (AGOF) Association Programme which aims to assess the programmes intended and unintended outcomes. The evaluation is specifically aimed at understanding: a) the programme`s milestones, (b) who has benefitted from the programme, (c) how the participants have benefitted from the programme, and (d) the challenges that participants have had with the programme and why. Findings from the survey will be documented and reported to AGOF providing recommendations for future consideration of programme improvement. The interview is aimed at eliciting insights into understanding the goals, and objectives of entrepreneurial programmes which will ultimately help identify risks and refine the ToC as it is developed.

**PROCEDURE AND DURATION:** Information will be obtained through semi-structured interviews with the beneficiaries. The interview will take place virtually at a convenient time. The

interview will be approximately 40-60 minutes long. The transcribed interviews will be analysed and written into a report submitted to the University of Cape Town.

**RECORDING AND STORING OF DATA:** With your permission, the interview will be digitally recorded using a recording device and/or the virtual meeting platform that is used. Your participation in the evaluation will be kept confidential and only the Academic Supervisor and the evaluation team will have access to the data. This means the study will not identify your contributions by name, job title or gender in any documentation that will use information obtained during this process. The digital recording will be kept on a password-protected computer system. Once the research study has been completed the digital files will be stored for 5 years and after that, will be destroyed.

**VOLUNTARY AND CONFIDENTIAL PARTICIPATION:** Your participation is completely voluntary. You may stop or opt out of participating in this research at any time during the research or choose not to answer any questions, without penalty. Information obtained for this study will be kept confidential and participation will be anonymous. This declares that you will be unidentifiable from the information presented in the research study.

If you do not understand any portion of what you are being asked to do or the content of this form, I am here to provide a complete explanation. Questions are welcome at any time even after the study. The following people can be contacted for further information if necessary.

Mojalefa Diphoolo - [DPHMOJ001@myuct.ac.za](mailto:DPHMOJ001@myuct.ac.za)

Innocent Maponga - [MPNINN003@myuct.ac.za](mailto:MPNINN003@myuct.ac.za)

Ngoakwana Modubi - [MDBNGO002@myuct.ac.za](mailto:MDBNGO002@myuct.ac.za)

Lebo Nchachi - [NCHLEB006@myuct.ac.za](mailto:NCHLEB006@myuct.ac.za)

Nozuko Ndamase - [NDMNOZ002@myuct.ac.za](mailto:NDMNOZ002@myuct.ac.za)

Sarah Chapman (Supervisor) - [Sarah.Chapman@uct.ac.za](mailto:Sarah.Chapman@uct.ac.za)

**CONSENT:**

Verbal consent- I give my permission to participate in this research. \_\_\_ Yes \_\_\_ No

Verbal consent: I have had the opportunity to fully discuss my concerns and questions and fully understand the nature and character of my involvement in this research. \_\_\_ Yes \_\_\_ No

Verbal consent- I give my permission to be recorded for this interview. \_\_\_ Yes \_\_\_ No

**SEMI-STRUCTURED INTERVIEW QUESTIONS**

## **Background and Introduction**

Thank you for taking the time to speak with me today. I'm interested in your insights in entrepreneurship programmes and what some of the outcomes, and assumptions are.

1. Can you tell me a bit about yourself and your background?
  - a. What is your understanding of the term 'entrepreneurship'?
  - b. What interested you in entrepreneurship?

## **Understanding of the Association Programme**

2. Are you familiar with the Allan Gray Orbis Foundation Association Programme?
  - a. If yes: Can you provide your understanding of the overview and objectives of the Association Programme?
  - b. If No: Interviewer to provide a brief background and understanding of the Association Programme.

## **Programme goals and objectives.**

3. In your opinion, what should the ultimate aims and long-term goals of an entrepreneurship programme be?
  - a. What do you think should be the objectives of establishing an entrepreneurship programme?

## **Assumptions**

4. What do you think should be some of the assumptions made about how an entrepreneurship programme will work? (List 3)
  - a. What are you basing your assumptions on?

## **Challenges and Opportunities faced by entrepreneurs.**

5. What are the potential risks that impede an entrepreneurship programme from succeeding?
  - a. Why do you feel that is so?
6. What are some of the challenges faced by entrepreneurs based in Africa?
  - a. What have been the most prominent challenges you have observed among entrepreneurs you have worked with or mentored?
7. How do you feel about the existence of a funding component within an entrepreneurship programme?

a. Do you feel it is necessary for entrepreneurship programmes to have a funding aspect?

b. How do entrepreneurs navigate financial challenges, in the early stages of their ventures?

a. Are there funding available for entrepreneurs that you are aware of?

b. What role do you think the Association Programme can play in addressing these challenges?

### **Pipeline**

8. Are you aware of entrepreneurial programmes that have been established through a pipeline? (If No, Researcher to explain what a 'Pipeline' means)

a. What are some of the benefits of a programme having a pipeline?

b. What are the disadvantages of a programme having a pipeline?

c. Based on your experience, do you think the re-application of fellows at every phase of a pipeline could pose a challenge to the pipeline regarding retention? Why/Why not?

d. Based on your experience, do you think there is a difference in entrepreneurial success between someone who has been through a pipeline of an organisation in comparison to someone who has been through only one programme or none?

i. Is there any scientific evidence to back this up which we can consult?

### **Recommendations**

9. Would you recommend that graduates with an interest in entrepreneurship take part in an entrepreneurship programme?

a. Why or why not?