Entrepreneurship Training through Open Distance and eLearning at the Institute of Distance Education, University of Eswatini

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Abstract:- Entrepreneurship training is the most powerful tool to change the economy of a country. FinScope Survey(2017) indicates that Micro, Small and Medium Enterprises (MSMEs) Sector in the Kingdom of Eswatini has been recognized as a significant contributor to livelihood, mass employment and economic growth. The University of Eswatini, in line with its strategic plan and in collaboration with Commonwealth of Learning (COL), proposed to offer short-term integrated Micro, Small and Medium Entrepreneurship training programme to support for the disadvantaged young women, men and adults through Open Distance and eLearning Delivery (ODeL) mode at the University of Eswatini (UNESWA) from 2020/2021 academic year. It is proposed to run both Certificate and short-term non-credit programmes. Field work for the core survey was undertaken between May and June 2019 and data was collected from 214 MSME Entrepreneurs from all four regions (Hhohho, Lubombo, Manzini and Shiselweni regions) of the country. The fieldwork was conducted by staff from the Institute of Distance Education at the University of Eswatini. An overall response rate of 100% was achieved. The main results of survey are: (i) about 98% of the MSME entrepreneurs are willing to acquire more skills to develop their businesses as majority of them indicated that they have developed experience on the job with little training; (ii) Majority of the entrepreneurs prefer short-term training programmes using ODeL as a delivery method; (iii) About 78% of the sampled entrepreneurs do not understand the taxation compliance requirements as well as existence of government development programmes.

Key words: Small businesses, Entrepreneurship, Entrepreneurship training, Open and distance learning.

I. INTRODUCTION

Entrepreneurship plays an important role in enhancing economic growth and development (Wong, Ho & Autio, 2005). Katz (2007) observes that Entrepreneurship training is meant to equip participants with appropriate knowledge, skills and attitudes, which are deemed necessary to promote entrepreneurship among young people. It has also been observed that entrepreneurs who have been adequately trained are better positioned to create successful and sustainable business (Azila-Gbettor & Harrison, 2013). The training of entrepreneurs involves providing them with the necessary entrepreneurship education which enhances their entrepreneurship ability. The European Commission (2004) underscores the importance of creating an entrepreneurial mindset among young people so that they become successful entrepreneurs.

In terms of content to be imparted to learners in entrepreneurship training, Azila-Gbettor and Harrison (2013) state that content should be derived from the needs of the learners, in term of their needs in starting up businesses and managing them. Of important is to conduct needs analysis surveys in order to establish the training needs of
entrepreneurs before any training programme is mounted. Entrepreneurship training course content should include intuition, social skills, technical skills, attitudes and values, all which are necessary in developing a complete entrepreneur (Pittaway & Cope, 2007).

Entrepreneurship training programme should also contain entrepreneurial competencies such as entrepreneurial alertness, which is the ability to identify and seize new opportunities as they avail themselves (Tang, Kaemar & Busenitz, 2012). Entrepreneurial self-efficacy should be contained in an entrepreneurial training programme and this is defined as an individual’s goals and degree of exertion into an entrepreneurial activity to achieve the goal (Zhao, Seibert, & Hills, 2005). Entrepreneurial self-efficacy is considered to have a positive relation with the amount of personal, financial, and time invested into a particular entrepreneurial enterprise (Cassar & Friedman, 2009).

**Eswatini Context**

Studies indicate that Micro, Small and Medium Enterprises (MSMEs) Sector in the Kingdom of Eswatini has been recognized as a significant contributor to livelihood, mass employment and economic growth. According to FinScope Survey 2017, MSME Sector is estimated to 59,283 business owners and employs approximately 93,000 people. The estimated adult population in Eswatini (18 years and older-working age group) is 600,000. It means only 25% people are absorbed by MSME Sector (FinScope Survey, 2017).

The Kingdom of Eswatini is one of Africa’s smallest countries and has an estimated 2019 population is 1.42 million, which ranks 153rd in the world. The Kingdom of Eswatini like most sub-Saharan countries is faced with a myriad of challenges such as poverty, unemployment, underemployment and inequalities. Unemployment Rate in Eswatini remained unchanged at 26.40 percent in 2017 from 26.40 percent in 2016. Unemployment Rate in Eswatini averaged 24.33 percent from 1989 until 2017 (ILO, 2019).

Microenterprises operate with fewer than 3 people and start with a small amount of capital. The Micro, Small and Medium Enterprises are defined by the total number of employees, total investment and sales turnover as stipulated in the Table-1 given below.

<table>
<thead>
<tr>
<th>Table-1: Definition of Micro, Small and Medium Enterprises</th>
</tr>
</thead>
<tbody>
<tr>
<td>Micro Small Medium</td>
</tr>
<tr>
<td>Value of Assets</td>
</tr>
<tr>
<td>Staff employed</td>
</tr>
<tr>
<td>Turnover</td>
</tr>
</tbody>
</table>


This study is confined to MSME Entrepreneurs Education and Training (EET) in the kingdom of Eswatini. The MSME Entrepreneurs training could be a poverty alleviation tool as the MSME Sector runs essentially as a mass employment exercise with some labour absorption. However, skill building/entrepreneurship training for poor especially rural poor is a big challenge on the part of the Educational Institutions. It is therefore, a project was proposed to Commonwealth of Learning (COL) on “Entrepreneurship Training programme to existing and aspiring Micro, Small and Medium Entrepreneurs” and it was approved. The objectives of the project are:

1. To provide a Certificate in Entrepreneurship programme (credit programme) for existing and aspiring micro, small and medium entrepreneurs. The outcome of the programme would be to increase the number of micro, small and medium entrepreneurs in the country.
2. To offer short-term non-credit entrepreneurship training programme to the existing micro, small and medium entrepreneurs to capacitate them for scaling up their existing business. The outcome of this short-term training programme is to increase number of trained entrepreneurs in the country.

This project was divided into two phases. The phase-I covers: (1) conducting meetings with relevant stakeholders who are offering training programmes to entrepreneurs; (2) conducting baseline survey to find out training requirements; (3) designing the training model for entrepreneurs based on the training requirements.

Phase-II covers: (1) Designing, developing/repurposing of course modules to start a Certificate in Entrepreneurship Training programme for aspiring and existing MSME Entrepreneurs; (2) Designing, developing/repurposing of course manuals to start a Short-term (non-credit) Entrepreneurship Training programme for existing entrepreneurs; (3) Offer a Certificate programme to aspiring and existing entrepreneurs and offer a short-term (non-credit) training programme to existing entrepreneurs. This paper is confined to phase-I of the project.
1. **Meetings with relevant stakeholders.** We have conducted meetings with the following relevant stakeholders before we start collection data from entrepreneurs:

(i) **Small Enterprises Development Company (SEDCO).** It offers short-term training to entrepreneurs. SEDCO is a Government-supported organization established with the mandate to create, develop and promote Micro, Small and Medium Enterprises throughout the Kingdom of Eswatini (sedco.biz, 2018)

(ii) **MSME Unit-Ministry of Commerce, Industry and Trade.** The MSME Unit has the overall responsibility of coordinating the implementation of the MSME National Policy Objectives: They are: (a) Foster economic growth and development; (b) Increase employment opportunities; (c) Alleviate poverty by creating access to sustainable livelihoods.

(iii) **The Royal Science and Technology Park (RSTP).** It runs the non-academic technology business incubator in the Kingdom of Eswatini. The incubator support start-up entrepreneurs to survive and grow the early stages of business.

(iv) **Centre for Financial Inclusion (CFI).** It is a semi-autonomous wing of the Ministry of Finance. It provides a comprehensive framework that sould guide the provision of an all-inclusive financial system.

(v) **Nhlanyleo Fund (Micro Financial Institution).** It is a Micro Financial Institution provides support entrepreneurial talent at grassroots level by providing seed capital for Swazi owned MSME business projects.

**Key Players in the MSME Sector**

The MSME sector has many players each with a unique aspect to play though there are numerous instances of duplication of activities. The existing ecosystem has all the necessary features for successful Entrepreneurship training. However, unlike Botswana and South Africa, Entrepreneurship training is not at the basic and secondary school levels. There are no national level structures that neither harmonize the activities of different service providers nor conduct follow-ups, monitoring and evaluation of each institution’s activity. This results into duplication of activities making it difficult to have comprehensive and reliable data on the MSMEs sector, apart from those trained at the co-operative college. Figure 1 and Table 2 exhibit the Entrepreneurship Ecosystem and the activities of each partner in Eswatini respectively.

**Existing Entrepreneurship ecosystem in Eswatini**

The figure below provides a comprehensive summary of the entrepreneurship ecosystem in Eswatini.

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Figure 1: Existing Entrepreneurship ecosystem in Eswatini
Table 2: The activities of each participant in the ecosystem.

<table>
<thead>
<tr>
<th>Key Players in The MSME Sector</th>
<th>Category</th>
<th>What They Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Development Service providers (Lwati Training Institute, REDI, JBH, SAMKHO, Lulote, Techno serve etc)</td>
<td>Private</td>
<td>Training and Business consultancy</td>
</tr>
<tr>
<td>Business Incubators (SEDCO, Royal Science and Technology Park)</td>
<td>Public</td>
<td>In-house-incubation, Legal advice, Business Compliance, Identification, business idea appraisal, module development &amp; training, coaching, counselling, advising, business, virtual incubation Business incubation, Training on business technology, Networking, Business facilitation, Intellectual property protection</td>
</tr>
<tr>
<td>Skill Centres (VOCTIM, MITC, Bosco, BSI, NHTC, SIMPA etc.)</td>
<td>Private/Public</td>
<td>Training on technical skills Training for self-programmes Preparation for retirement training of government personnel</td>
</tr>
<tr>
<td>Institutions of Higher Learning (IDM, SCOT, UNESWA, MANCOSA, MONASH, SANU etc)</td>
<td>Public/Private</td>
<td>Entrepreneurship and business programmes</td>
</tr>
<tr>
<td>Ministry of Commerce, Industry and Trade (Cooperatives and MSMEs departments in collaboration with Ministry of education and training)</td>
<td>Public</td>
<td>Custodian of policy, cooperative development and training</td>
</tr>
</tbody>
</table>

2. Baseline survey to find out training requirements.

Training for entrepreneurs and their staff is an important means through which the MSMEs can develop workforce skills to increase productivity and expertise. The quantity and quality of training will need to be standardized and maintained as well as be responsive to the dynamism of business requirements. There is a need to provide training that leads to nationally recognized qualifications and to qualifications that are of a higher level.

A skills survey (UNESWA, 2019) was conducted to better understand the sector and determine the education and training needs of the entrepreneurs in Eswatini. The research provided a comprehensive view of the skills challenge that MSMEs entrepreneurs face. These challenges reflect the growth and change in the labour market and wider economy. The skills that were found to be lacking among the entrepreneurs included both technical and practical skills, people and personal skills including self-management, management and leadership, and sales and customer handling skills. On the technical side, entrepreneurs reported a lack of digital skills, skills related to operational aspects and financial analytical skills. Such skills gaps, where persistent, hinder an entrepreneur’s ability to realize productivity and profitability.

The survey was designed to provide background of entrepreneurship skills gap that require enhancement and to provide the MSMEs the necessary platform to express their training needs. It gives UNESWA the necessary background on which to model and develop an Entrepreneurship Education and training program suited for this sector. The survey builds on existing knowledge in the sector.

We proceeded by applying the following research questions.
(i) What is the type of education and training that existing and potential entrepreneurs receive, at which levels and how is the training implemented?
(ii) What is the common standard training method for entrepreneurs in the country?
(iii) Whether MSME Entrepreneurs are willing to acquire more skills to develop their business, if so what are their training requirements?
(iv) Whether the entrepreneurs understand the tax implications of MSME business in the country?
(v) Whether the entrepreneurs prefer short-term or long-term training and what delivery methods of instruction they prefer?

3. Designing the training model for entrepreneurs.
After conducting survey with a sample of Micro, Small and Medium Enterprises (MSME) Sector, the project proposal is to organize a three-day workshop for designing an entrepreneurship training model with the help of COL consultant. Accordingly, the workshop with stakeholders was organized during 3 - 5 June, 2019 and designed an entrepreneurship education and training model.

II. METHODOLOGY
This study is based on both primary and secondary data. The primary data were collected using structured questionnaire from select 214 MSME entrepreneurs from all four regions in the country. The fieldwork was conducted by staff from the Institute of Distance Education at the University of Eswatini. An overall response rate of 100% was achieved. The secondary data were collected from published documents. The sample size was chosen using multi-stage stratified purposeful random sampling method for selecting regions, cities and entrepreneurs. As such the data analysis was made for all 214 respondents. The questions were targeted at bringing out the skills gap and encourage the respondent to provide preferences of skills required as an individual. The fieldwork for the core survey was undertaken between May and June 2019. Fieldwork was conducted by 10 enumerators appointed by IDE at the University. An overall response rate of 100% was achieved.

III. RESULTS OF THE STUDY
Respondents Demographics
The survey covered all four regions of the Kingdom of Eswatini and collected data from 214 existing entrepreneurs covering as follows: Hhohho Region 30%, Manzini 29%, Shiselweni and Lubombo had 24% and 17% respectively.
Out of total number of 214 respondents, 65% were female, while males comprised of 35%. It means more female have a responsibility for family commitments than male in Eswatini.
As per the information ascertained from the entrepreneurs the ground situation of literacy level of education and their age among select entrepreneurs is mentioned here under in Table-3 shown below to have a clear picture.

<table>
<thead>
<tr>
<th>Level of Education / Age</th>
<th>19-25</th>
<th>26-30</th>
<th>31-35</th>
<th>Above 36</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s Degree</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>6</td>
<td>14</td>
<td>6.6</td>
</tr>
<tr>
<td>Certificate</td>
<td>6</td>
<td>9</td>
<td>11</td>
<td>24</td>
<td>50</td>
<td>23.1</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
<td>8</td>
<td>13</td>
<td>10</td>
<td>32</td>
<td>15.0</td>
</tr>
<tr>
<td>Masters</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>2</td>
<td>0.9</td>
<td></td>
</tr>
<tr>
<td>No Certificate</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>4</td>
<td>1.9</td>
</tr>
<tr>
<td>O’ Level</td>
<td>4</td>
<td>-</td>
<td>12</td>
<td>16</td>
<td>32</td>
<td>15.0</td>
</tr>
<tr>
<td>On the Job Training</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>22</td>
<td>38</td>
<td>17.8</td>
</tr>
<tr>
<td>Primary Education</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>10</td>
<td>10</td>
<td>4.7</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>-</td>
<td>20</td>
<td>2</td>
<td>10</td>
<td>32</td>
<td>15.0</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>46</td>
<td>45</td>
<td>104</td>
<td>214</td>
<td>-</td>
</tr>
<tr>
<td>%</td>
<td>8.9</td>
<td>21.5</td>
<td>21.0</td>
<td>48.6</td>
<td>-</td>
<td>100.0</td>
</tr>
</tbody>
</table>


The Table-3 indicates that 23.1% of the respondents have certificate qualification as the highest education level attained. Diploma, O’ Level and Secondary Schools were 15% each. About 7% reported to have attained a Bachelor’s Degree qualification, while only about 1% had gone beyond and attained a Master’s Degree qualification.
About 18% reported to have been attained on the job training before they start their business. Further the Table-1 reveals that 19.7% (No Certificate and on the job training) entrepreneurs are illiterate and semi-literate. But the remaining 80.3% are literate and having qualifications from Certificate to Post-graduate Certificate.

8.9% of respondents were in the age group of 19-25, 21.5% were in the age group of 26-30, 21% were in the age group of 31 – 35, and 48.6% were in the age group of 36 and above. It means the young people were more interested in doing the business.

Business activities

According to information given by the respondents, MSME entrepreneurs are engaged in the following business activities: About 92% reported owning a business. The main activities of the businesses surveyed comprised of food and confectionary 29%, Tailoring 29% and General Trading 20%, Furniture making and furniture repairing 7%, Foundry and wielding works (glass and metal works) 5%, Motor vehicle repair/mechanical 5%, Plumbing, painting and electrical works accounted for 5%.

Structure of the MSME Sector

Entrepreneurs are classified into four categories based on number of employees. The table below indicates the respondents’ composition.

<table>
<thead>
<tr>
<th>Classification</th>
<th>Number</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Independent Entrepreneurs (0 Employees)</td>
<td>36</td>
<td>17</td>
</tr>
<tr>
<td>2. Micro Entrepreneurs (1 – 3 Employees)</td>
<td>141</td>
<td>66</td>
</tr>
<tr>
<td>3. Small Entrepreneurs (4 – 10 Employees)</td>
<td>32</td>
<td>15</td>
</tr>
<tr>
<td>4. Medium Entrepreneurs (11 – 50)</td>
<td>05</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>214</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: UNESWA Business and Entrepreneurial Skills Needs Assessment Survey.

When asked to describe the general state of their business, 21% reported to be in the start-up (0-2 years) stage, 28% stated that their enterprises are established and growing (3-5 years), 27.5% described their ventures as established and stable (6-10 years), while 23.5% view their businesses were established but stressed. It means these category of entrepreneurs are facing challenges of managing their business enterprises. These entrepreneurs need training to sustain and expand their business.

Government role in providing support to micro-enterprises

Most of the respondents (98.3%) mentioned that they did not get any financial assistance/subsidy/tax exemption from Government. It is worth noting that a lot of small businesses were lamenting that they would like Government to assist them in several ways. The support that the small businesses need include: financial assistance to start the business; more training on financial literacy and business management skills, exemption from taxation for small businesses; training on marketing opportunities.

TRAINING REQUIREMENTS AND TRAINING MODE

(A) Training Requirements

64 broad skill areas are condensed into eight categories. Each category has scaled from 1-8. 1 being less preferred and 8 being most preferred. The respondents were asked to rank in the order of preferred skills they seek. Thus, the respondents most preferred skills areas in the order of 8, 7, 6, 5, 4, 3, 2, and 1 are mentioned hereunder in the sequential order, which they preferred for their business training.

(i) Communication skills training. The preferred skills for training include: Interpersonal communication skills, How to speak persuasively and Business writing skills. The other preferred areas are: Communication skills, Communication styles, Satisfying difficult customers, e-mail protocol/etiquette and Interpersonal negotiation.

(ii) Administrative skills training. The preferred training areas include: Creative problem solving, Develop strategic plan, Fundamentals of marketing, and Planning & organizing. Other skill areas: Decision making-reaching agreement, Fundamentals of purchasing, Grant writing and managing priorities.
Entrepreneurship Training through Open Distance and eLearning at the Institute of Distance Education, University of Eswatini

(iii) **Financial management skills training.** The preferred training areas include: Finance and accounting for non-financial managers, Write a business plan and Management accounting basics. Other skill areas include: Read and interpret financial statements, Planning and managing business, Taxation, Preparation for financial forecasts and Auditing activities.

(iv) **Supervisory/Leadership skills training.** The preferred training areas include: Managing/achieving organizational goals, Leadership skills for managers, and Federal leadership skills. Other skill areas include: Planning and leading productive meetings, Strategic planning (team based), Improving work culture, and Effective coaching.

(v) **Employee relations skill training.** The preferred training areas include: Build high performance teams, Managing conflict, and Employee motivation. Other skill areas are: Facilitating work place learning, Human resource management, Fair and legal hiring practice and Making team work.

(vi) **Health and Safety Skills training.** The preferred training areas include: First aid, Accident investigation, and Health & safety in the work place. Other skill areas are: Wellness behavior, Personal protective equipment, Hazard communications, Back injury prevention and driving safety.

(vii) **General Skills training.** The preferred areas include: Training management, Machine operations, and Establishing career pathways. Other areas include: Discipline at work, Planning and managing change, Time management, Human behavior management and Assertiveness for career & personal success.

(viii) **Production process improvement training.** The preferred areas include: Continuous quality improvement, Total quality management, and Inventory management and control. Other skill areas include: Performance management, Plan and manage warehouse operations, Effective succession planning, Renewable energy maintenance and Strategic supply management.

(B) **Preferred form of Training**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Preferred form of MSME Training</th>
<th>Respondents</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Continuing education, self-study or online learning through open distance learning (ODL)</td>
<td>34</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td>Attending seminars and short courses</td>
<td>156</td>
<td>73</td>
</tr>
<tr>
<td>3</td>
<td>Gaining formal academic preparation for business management of a private practice</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Industrial attachment</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>214</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

98% of the respondents expressed the need for more training in MSMEs. The most (73%) preferred training mode was attending seminars and short programmes/courses. 16% preferred continuing education, self-study or online learning through open distance learning. 5% preferred gaining formal academic preparation for business management of a private practice, while 6% preferred training through industrial attachment.

**SUMMARY OF IMPORTANT FINDINGS OF THE SURVEY**

(i) About 98% of the MSMEs are willing to acquire more skills to develop their businesses. Majority of the entrepreneurs have developed experience on the job with little training. There is no introduction to business in the formal school programmes. This gap provides UNESWA with a huge market for any potential entrepreneurship programme.

(ii) Existing Entrepreneurs prefer short term training programmes and using ODL as a delivery method. These methods are preferred because the business people away for short period.

(iii) There exists a different level of formal education among the entrepreneurs thus setting a uniform entry point for any programme will require flexibility.

(iv) There is no common standard of MSMEs training in the country. There is a host of business development service providers engaged in training entrepreneurship as well as institutions of higher learning. The quality and quantity of training services provided are not regulated or standardized.

(v) About 78% of the entrepreneurs sampled do not understand the taxation compliance requirements as well as existence of government development programmes.

**THE PROPOSED ENTREPRENEURSHIP TRAINING AT ESWATINI**

As a national institution of higher learning UNESWA needs to play its rightful role in the development of skills that participate fully in economic development. It requires a training model that will facilitate the growth of
entrepreneurial skills development in the Kingdom of Eswatini. Entrepreneurship Education and Training (EET) target to develop competencies for (i) potential and practicing MSME entrepreneurs to high-growth potential enterprise owners; (ii) unemployed; (iii) highly skilled innovation-led potential entrepreneurs.

Competency Based Instructional System Training Model is proposed to train Micro, Small and Medium existing and aspiring entrepreneurs through Open Distance and eLearning mode (ODeL) at the University of Eswatini (see Figure-2).

The model will have five stages; (i) Analysis, (ii) Planning, (iii) Development, (iv) Implementation and (v) Evaluation. Each stage of the model will be based on learning outcomes, which would have been determined after a thorough analysis of the learners' needs. Formative evaluation will be done after each stage to ensure that the learner objectives are in focus. After the completion of the course, a summative evaluation will be done to determine the overall performance of the implementation process as shown in the model given below.

**Proposed Competency Based Instructional System Entrepreneurship Training Model**

![Proposed Competency Based Instructional System Entrepreneurship Training Model](image)

**Features of the model**

The key feature about this model is the continuous formative evaluation at each stage; the results of which are used to improve implementation of the next stage. It helps in enriching the program implementation.

UNESWA will develop an analysis profile of the different entrepreneurial skills needs upon which instruction goals will be determined and established. The planning stage will involve making strategies of how to attain the learning objectives established in the Analysis phase. This will involve, determining the mode of instruction, outreach and duration of program etc.

Once these two phases are complete and evaluated, the next phase will be developing instructional materials in the media that would have been determined at the planning stage. At this phase all costing are determined (see Figure-2).

The implementation stage is the phase in which instruction is delivered. The objective of this phase is to ensure that the learner is able to apply the skills acquired to their entrepreneurial activity. At the end of the training a summative
evaluation is carried out to determine if the learner objectives have been met. The results are used to improve the next cycle of training. See illustration in Figure 3 below

![Monitoring & Evaluation](image_url)

Figure 4: Implementation of the Proposed Competency Based Instructional System Entrepreneurship Training Model

The model will require the involvement of the stakeholders of the existing Entrepreneurship Ecosystem. This networking is necessary to have graduates seamlessly fitting into the other national structures of entrepreneurship development. Secondly, the networking will necessitate the development of policy standards for Entrepreneurship Education and Training (EET), generate a database, conduct Monitoring and Evaluation (M&E) programmes and ensure that the graduates are making a positive contribution to the livelihood to alleviate poverty, create mass employment and to growth and development of economy.

IV. DISCUSSION OF FINDINGS AND RECOMMENDATIONS.

To successfully develop an entrepreneurship training structure, UNESWA needs to factor in the contribution of each participant in the ecosystem as well as define the niche it has to serve. Based on findings of the survey the following recommendations are made for a successful development of a framework for entrepreneurship education and training.

(i) Since 98% of MSME Entrepreneurs are willing to acquire more skills to develop their business, UNESWA needs to strive towards introducing entrepreneurship culture within the faculty and introducing entrepreneurship in its curriculum and programmes.

(ii) As the existing entrepreneurs prefer short term training programmes, the training programmes should be flexible enough to accommodate the different levels of formal education qualifications as well as appreciate prior learning when setting entry levels. Further, the training programs targeting existing entrepreneurs should be delivered through short programmes like seminars and workshops and through the Open and Distance and eLearning (ODeL) framework.

(iii) The existing entrepreneurs possess different levels of formal education starting from certificate to post-graduation. Therefore, the Certificate programme targeting both aspiring and existing entrepreneurs should be introduced using ODeL as a delivery mode, so as to lead to Diploma in Entrepreneurship and Degree in Business Entrepreneurship and Management over a period of time. Further, two streams both credit and non-credit programmes will be necessary to cover those entrepreneurs who may just want a specific skill set to solve a specific challenge at the place of work, like accounting, finance, taxation, marketing problem and those who will need to go through a formal University program.
Since there is no common standard of MSMEs training in the country, UNESWA should forge relationship with the key players in the sector like Royal Science and Technology Park, SEDCO, MSME Unit of Ministry Commerce, Trade and Industry for enterprise support to provide incubation and mentorship for its graduates in the program. Further, develop a support network among the relevant stakeholders in the ecosystem including public and private entities to make ecosystem functional and to strengthen the concept of financial inclusion, which refers to the delivery of financial services and products in a way that is available, accessible and affordable to all segments of society. This ecosystem plays a pivotal role in combating poverty through creation of mass employment and contributing to inclusive economic growth.

Finally, the UNESWA should consider developing its strategic growth programmes towards becoming an Entrepreneurial University, given the significant place it occupies as the National institution of higher learning.

V. CONCLUSION

The results of the survey revealed that the MSME Entrepreneurs need Entrepreneurship Education and Training through Open Distance and eLearning mode.

The success of entrepreneurship education and training (EET) will be seen if the initiative at UNESWA can be developed and scaled up firstly at the University within its other existing programmes, next by taking a deliberate strategic direction of transforming into an Entrepreneurial University and thirdly at the National level by introducing EET in the school curriculum. Further, there is need to review the current education policies to focus on creating entrepreneurship environment in the country by training young individuals to acquire skills that enable them to set up their own business enterprises and create jobs rather than seeking for jobs.

REFERENCES