Innovators Sprint Up Programme

Training Needs Assessment

Findings

SUMMARY OF PRESENTATION

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- 2. Methodology
- 3. Findings
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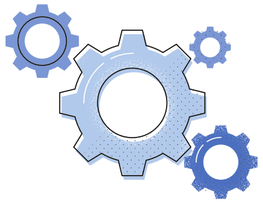
Training Needs Assessment Objectives

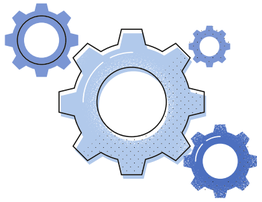
Innovators Sprint up Programme

To support the Innovators Sprint Up programme a training needs assessment (TNA) was conducted to ascertain the gaps and level of support that the innovators require to start, scale, and grow their businesses within the East Africa Region

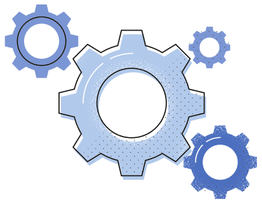
The specific objectives of the training needs assessment were to;



- Determine the level of involvement in digital innovations by the youth



- Identify the level of access to entrepreneurship/innovation support



- Determine training needs gaps among the young innovators.

METHODOLOGY

Study Design

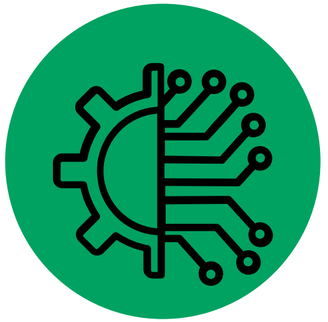
The study employed Mixed methods research design combining quantitative and qualitative approaches.

Target Population

Was 280 young innovators and 56 faculty members from universities across 7 EAC countries

Sampling

Purposive sampling was used for the study to identify universities and innovation hubs



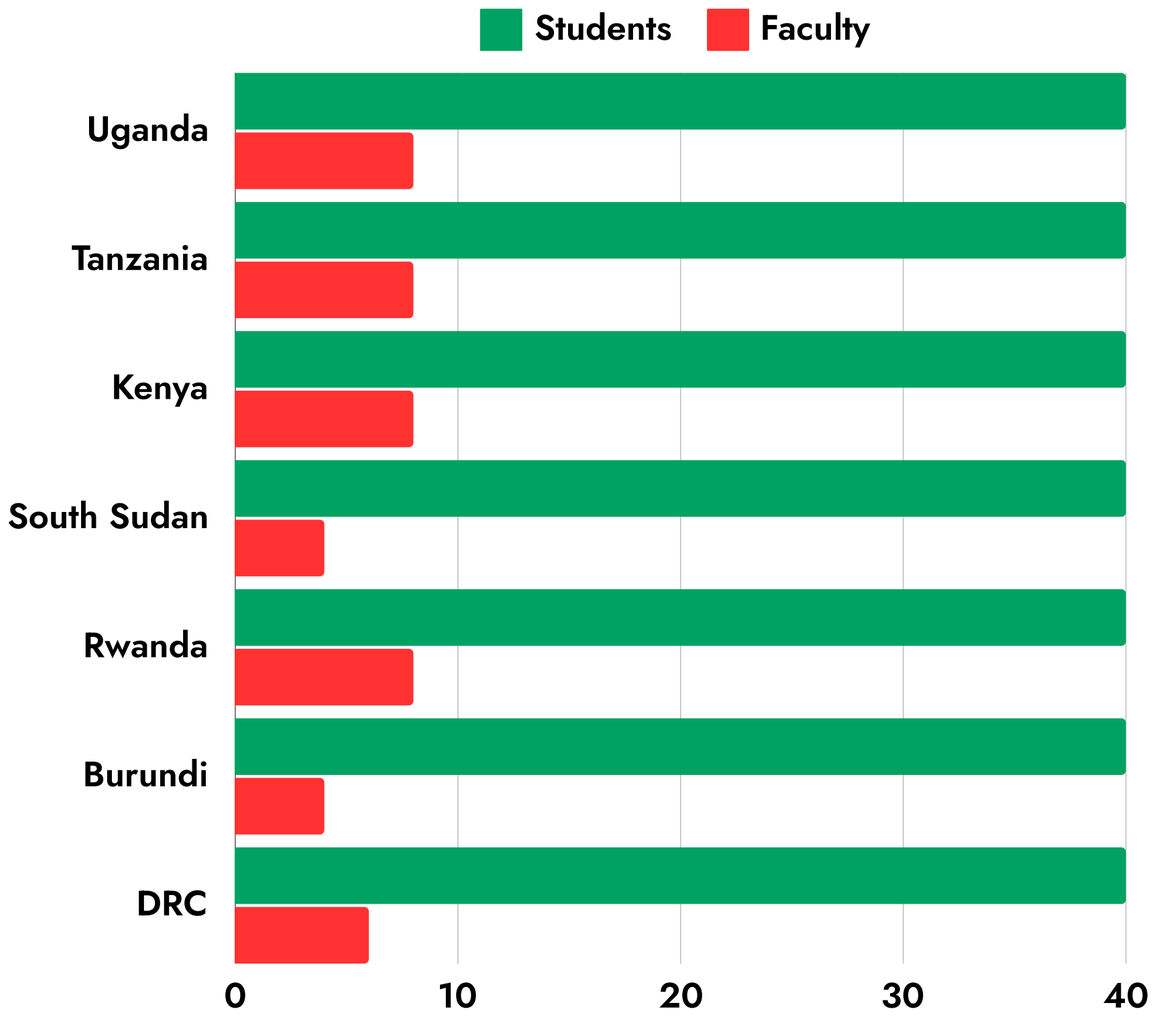
Data Collection Tools

Online questionnaires questionnaire with both open and close-ended questions was used to collect data from students and faculty

Data Analysis

Excel was used for Quantitative data analysis and Content analysis for qualitative data and triangulation of findings done.

Response Rate



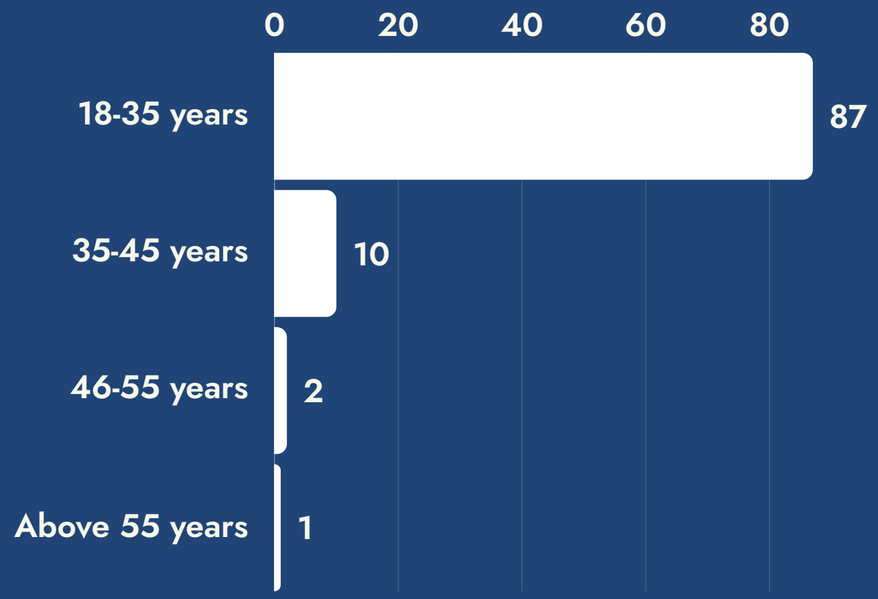
Total Students: 280

Total Faculty: 46

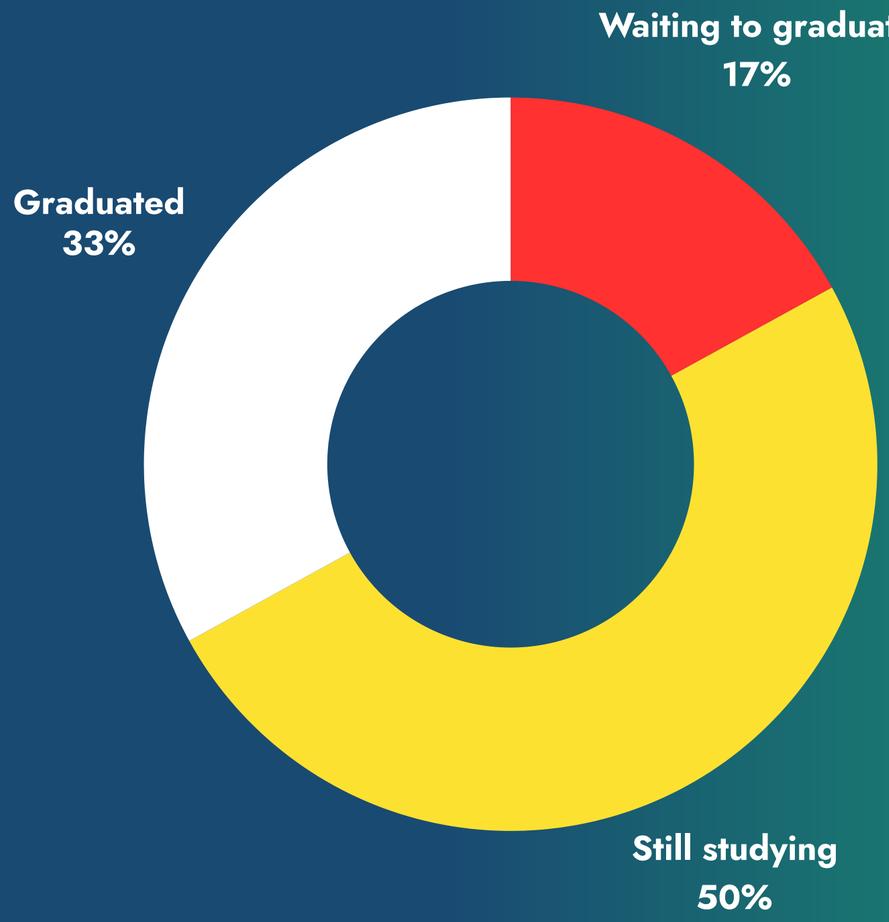
Response rate of the students was 100% while for the faculty members was 82%.

Gender distribution

Age distribution

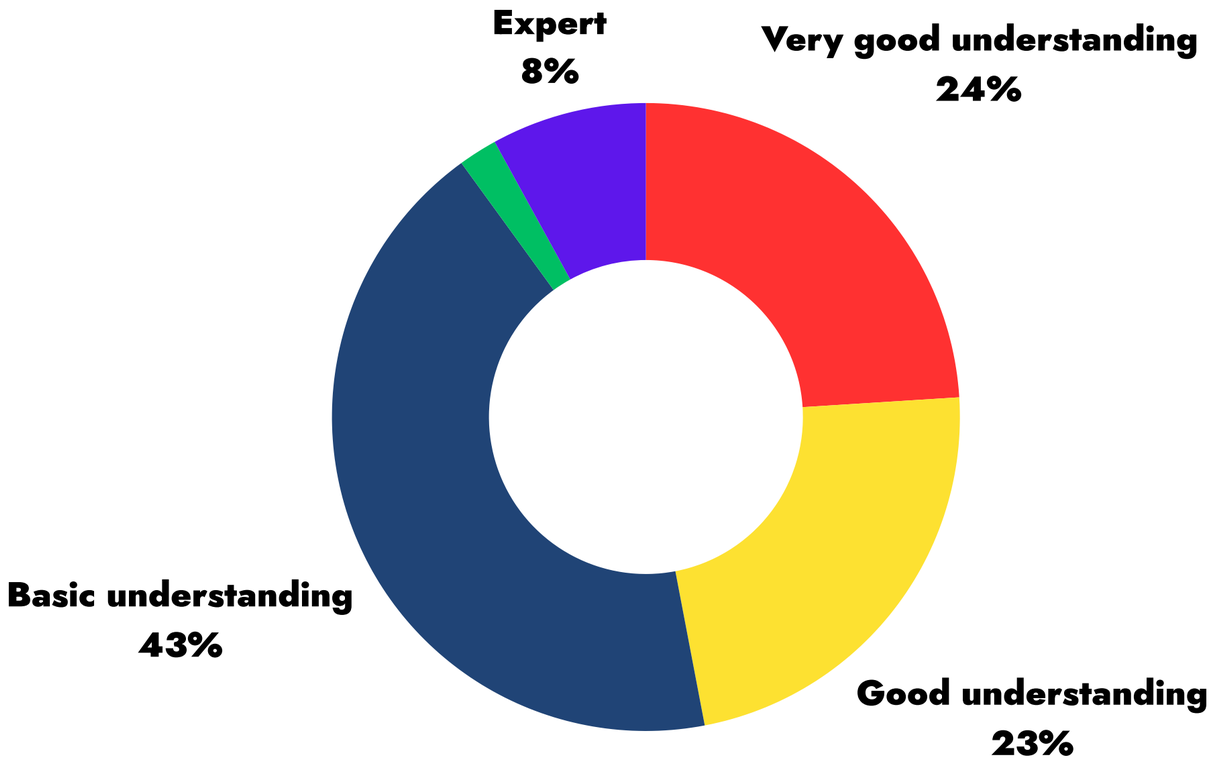


Education Status of Students



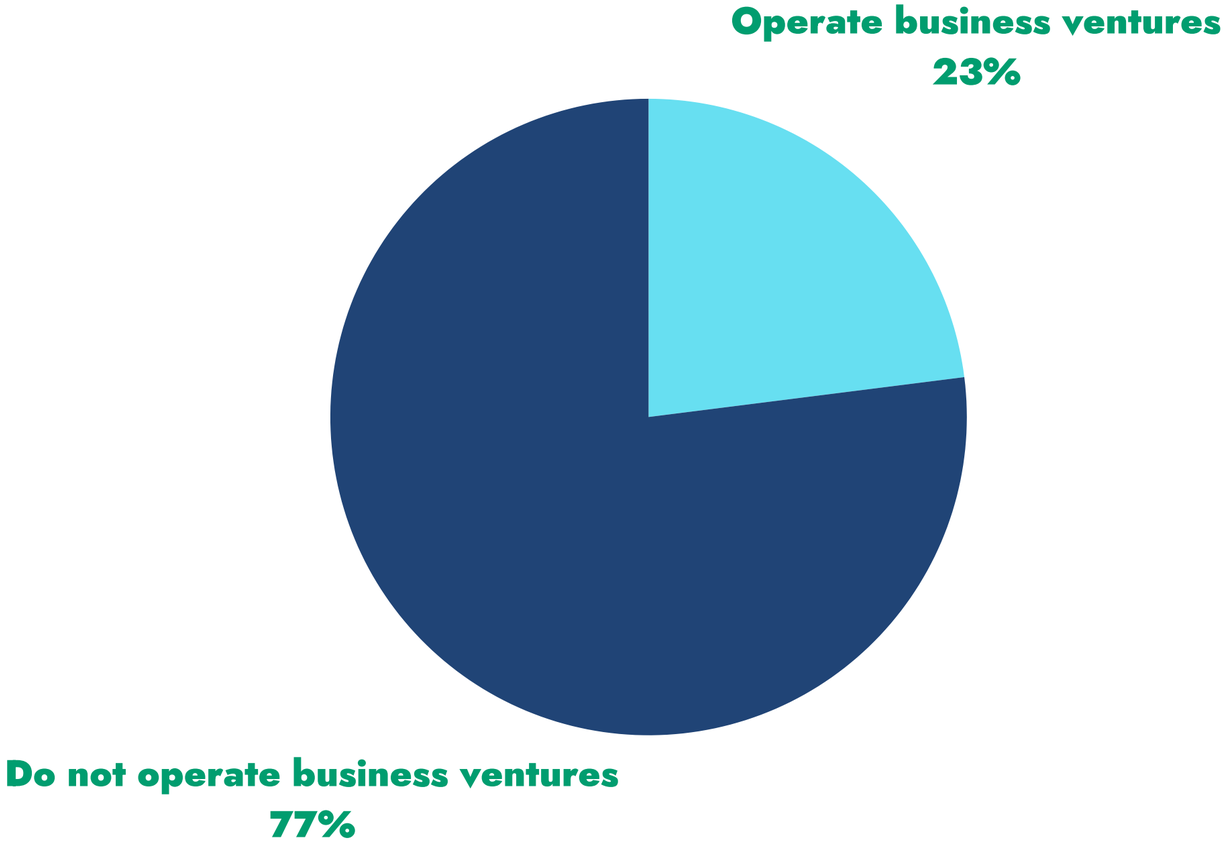
50% of students are currently studying, 33% are recent graduates while 17% are waiting to graduate.

Understanding of digital Skills among Students



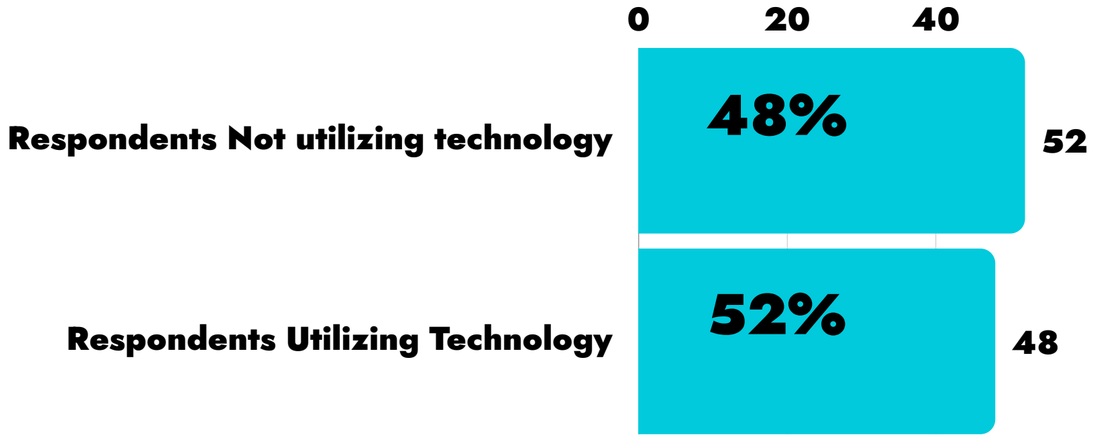
47% of respondents have a good understanding of digital skills, while 43% have a basic understanding

Entrepreneurial Engagement among Students



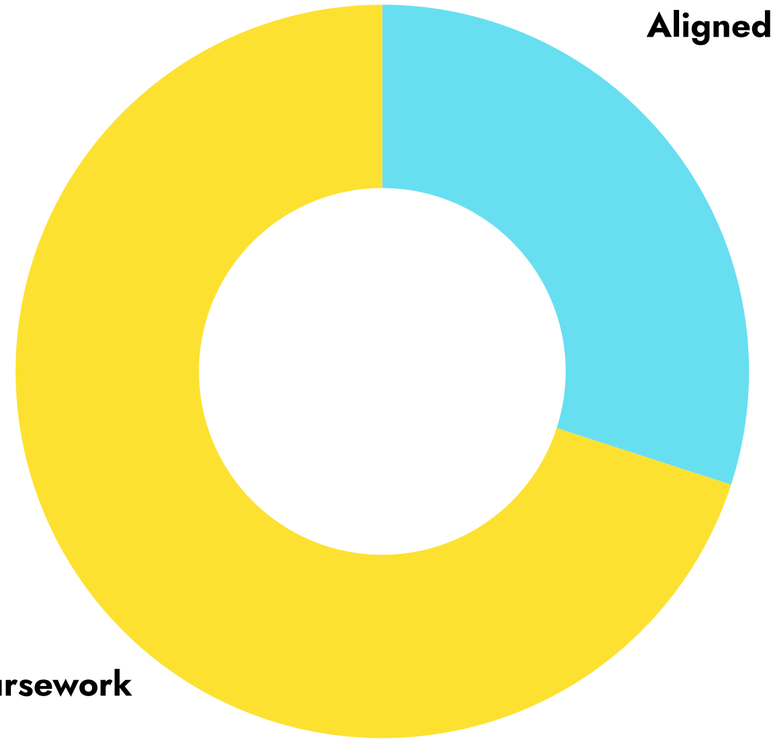
80% of the participants agreeing to a great extent that they will make every effort to start and run their own businesses.

Utilization of Digital Technology in Business Operations



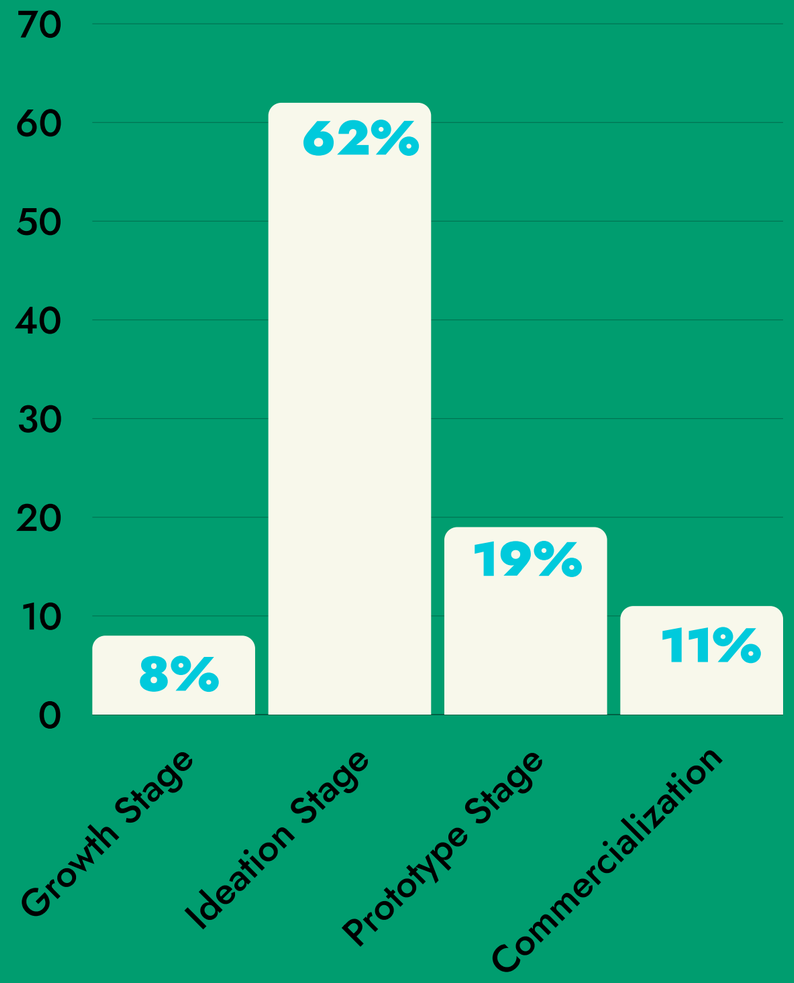
48% of respondents utilize technology in their businesses, while 52% do not.

Alignment of Innovations with University Coursework



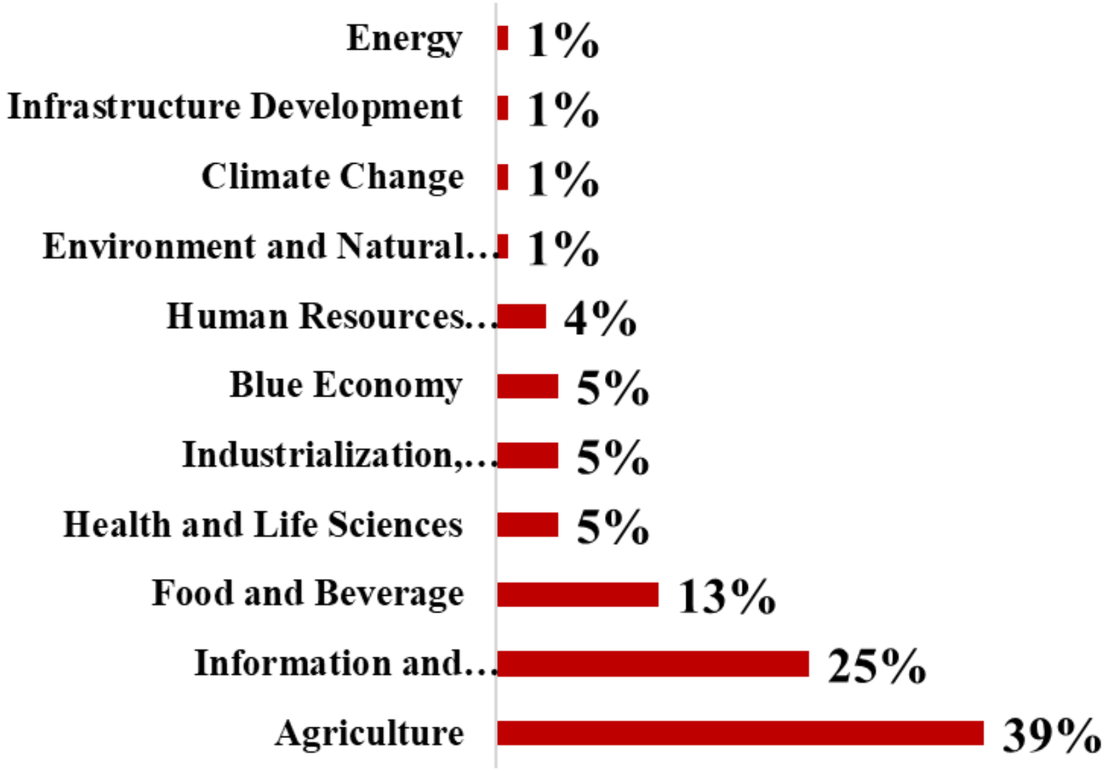
30% of their digital innovations are directly related to their university coursework while 70% are not.

Stage of Innovations



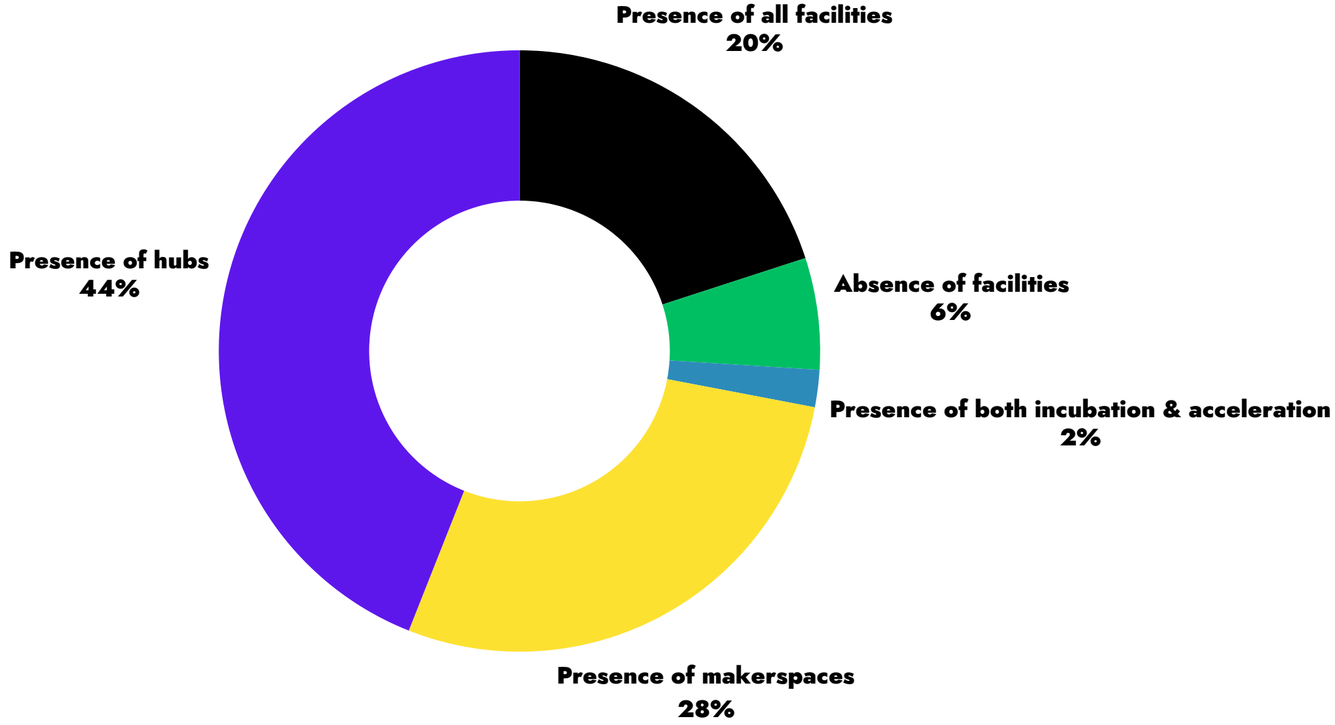
62% are in the ideation phase, 19% have advanced to the prototype stage. The commercialization and growth stages account for 11% and 8% of the respondents, respectively.

Sectors of Entrepreneurial Activity



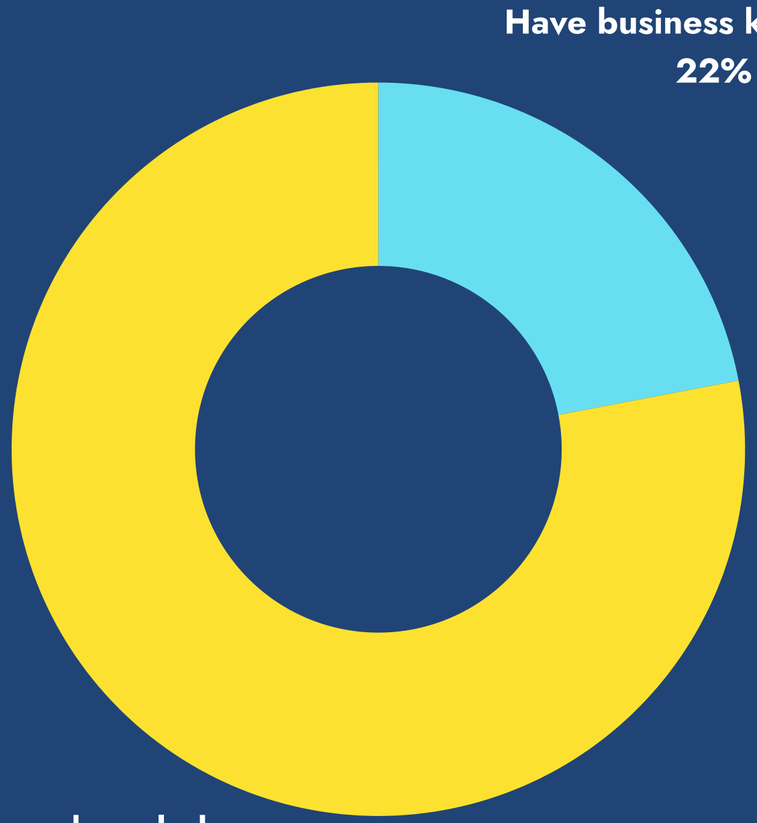
Agriculture is the predominant sector (39%) of entrepreneurial activity among the entrepreneurs.

Access to University Support Facilities



44% reported that their universities have Innovation/Incubation Hubs, while 28% mentioned having access to a Makerspace/Computer Lab. Despite the availability of these resources, only 9% of the respondents have received support from these university facilities.

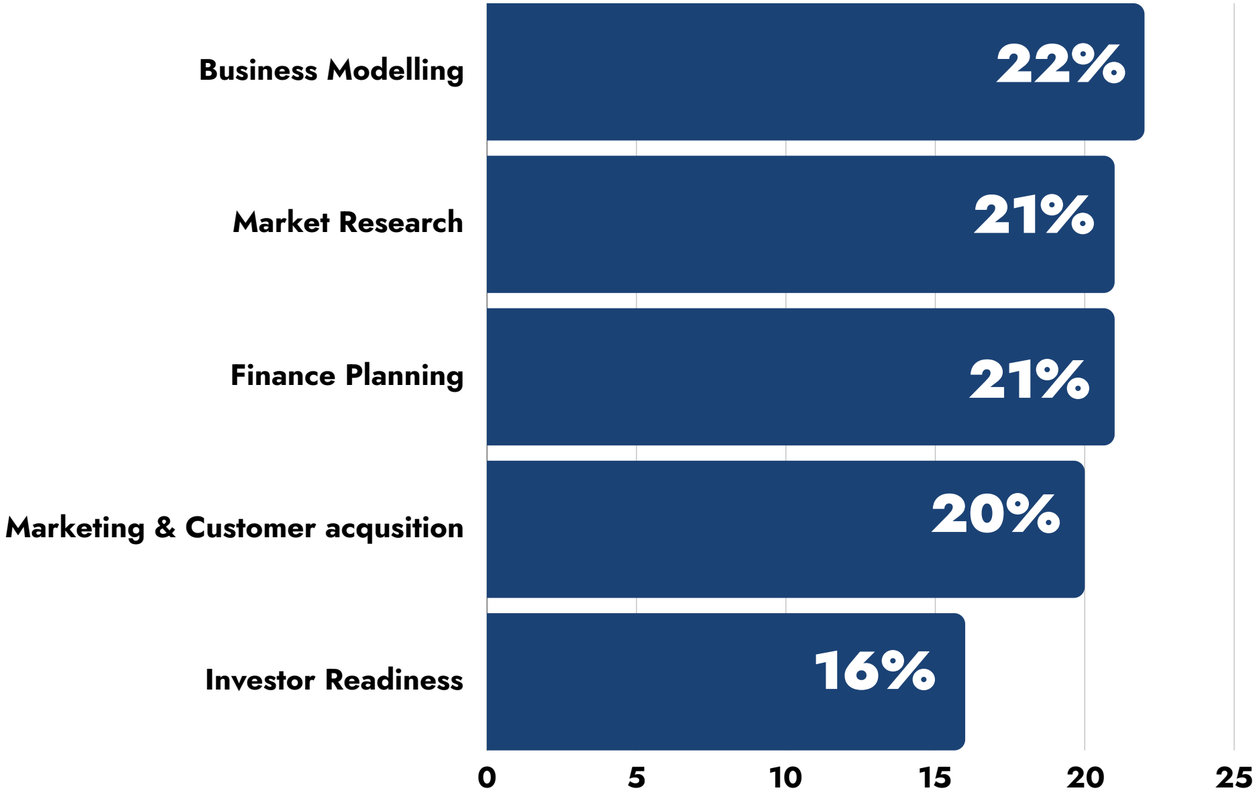
Business Knowledge among the Students



Only 22% confirmed having business knowledge, while the majority, 78%, reported lacking such knowledge.

Training Needs

When asked about their top business skills training needs, the top training needs identified include:



Additional training needs: Networking, Access to Funding/Grants, Mentorship, Incubation/Acceleration, Legal Compliance, Commercialization, and Intellectual Property

Summary of Findings

The study determined;

- Only 23% of respondents operate business ventures; 77% do not.
- 48% use digital technologies in their businesses; 52% do not.
- 44% have access to Innovation/Incubation Hubs, 28% to Makerspace/Computer Labs; the rest do not.
- Only 9% received support from these university facilities.
- Digital skills understanding varies: 43% basic, 24% very good, 23% good, 8% experts, and 2% no understanding.
- Only 22% of respondents have business knowledge; 78% lack it.
- Top training priorities: Business Modeling, Market Research, Financial Planning, Investor Readiness, Marketing, Customer Acquisition, Access to Funding, and Mentorship.

Recommendations

- Integrate digital innovation and entrepreneurship into academic curricula to enhance digital entrepreneurship

- Strengthen university support systems - enhance the capacity and utilization of their innovation and incubation hubs.

- Provide targeted training in business modeling, market research, financial planning, investor readiness, and marketing

- Ensure the training content is tailored to the specific challenges and contexts of the young innovators

- Facilitate stronger ecosystem collaboration and peer-to-peer learning Establish robust mentorship and coaching programs

- Explore and provide access to funding and investment opportunities

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