



## Entrepreneurship Education and Nascent Entrepreneurship: A Qualitative Study

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### Abstract

*The objective of this research is to see whether entrepreneurship education and training really help nascent entrepreneurs particularly when they try to face the real business. Formal and non-formal entrepreneurship educations are commonly offered in Indonesia nowadays as entrepreneurship has become national campaign. Qualitative approach is used in this research. Multiple case studies methods are used to discover the relationship between entrepreneurship education and the success of nascent entrepreneurs in SMEs development. We asked young entrepreneurs, who were nascent entrepreneurs in West Sumatera-a province in Indonesia. We asked them about the effectiveness of entrepreneurship training and education in determining their success as entrepreneurs. We found that education has contributed positively in terms of motivation, but less benefit in technical ability and practical aspect in business world. These young entrepreneurs define their achievement now as "small win" which can lead them to the next level of success as entrepreneurs.*

Keyword: Entrepreneurship Education, Nascent entrepreneurs, Entrepreneurship in Indonesia

### 1. INTRODUCTION

Entrepreneurship has become both popular and nationwide topic in Indonesia. Indonesia's government apparently has realized the importance of entrepreneurship as one of problem solvers for poverty, unemployment and lack competitiveness. There is a strong campaign by the government and civil society to have nascent and young entrepreneurs who can accelerate economic growth. As such, the government has seen the emergence of nascent entrepreneurs as the best way to create a real entrepreneur. For this reason, many programs have been implemented to promote entrepreneurship among young people especially students.

Stakeholders are encouraged to promote entrepreneurship as entrepreneurs can accelerate economic development of one country since they have entered a stage where business ideas have been translated into profitable business entities (e.g. Turker & Selcuk,

2008). As part of such campaign, the government along with universities have been working together to foster entrepreneurship by implementing entrepreneurship education and training for students. Majority of public and private universities have offered entrepreneurship subject in their curriculum now. More specifically, an ability to make a viable business plan and knowledge and skill in creating new ventures have been demanded for a student especially in bachelor degree. Furthermore, government, both state and private universities also have informal entrepreneurship education such as workshop, seminar, training and conference. The primary aim of these programs is to help entrepreneurs especially for those who are new comers in the business (nascent entrepreneurs). Thus, they can have both profitable and sustainable business.

It is widely believed that well educated entrepreneurs can significantly accelerate Indonesia's economic development. Well educated entrepreneurs are expected to innovate better than entrepreneurs who are less educated because education is the source of knowledge and skills for business innovation. Despite there is an aggressive entrepreneurship education campaign Indonesia particularly from 2005 until present, there is still no a comprehensive research in Indonesia that focuses on the relationship between entrepreneurship education and training and the success of entrepreneurs in business development. Consequently, it will be difficult for us to compare the effectiveness of well-educated entrepreneurs and less educated entrepreneurs. Indeed, there is still no sufficient information regarding the number of well-educated entrepreneurs in Indonesia as well as their influence in economic development.

Entrepreneurship education and training in Indonesia now basically are designed to create well educated entrepreneurs in Indonesia. In fact, in Indonesia, there are no strong evidences to show the strong link between education and the success of an entrepreneur. The data about well-educated unemployment in Indonesia indicates that higher education institutions have failed to create entrepreneurs. More than 50% of well-educated unemployment in Indonesia come from university's students and this is irritating as they are regarded as a source of entrepreneurs in Indonesia.

West Sumatera, one of the provinces in Indonesia, is commonly known in Indonesia as the sources of entrepreneurs. Typically, people in West Sumatera tend to choose culinary and retail business not only in local but also outside West Sumatera. West Sumatera is also known as a producer of intellectuals in Indonesia, which indicates the recognition of the role education. This province relatively has less natural resources compared to its neighbour provinces. Interestingly, about 25% of people who are graduated from tertiary education are

jobless in West Sumatera. This indicates the failure of entrepreneurship education and training to create successful well-educated entrepreneurs. For these reasons, we choose West Sumatera as a place to identify entrepreneurship education and training and the success of nascent entrepreneurs in SMEs development.

It is widely accepted that Small and Medium Enterprises (SMEs) has given a huge impact on economic development. SMEs are the key players in Indonesia as this country has been turn to be one of the most growing countries in South East Asia (Bhasin and Venkataraman, 2010). By becoming an entrepreneur, a person turns to be an employer for him/herself and also for other people. Both formal and informal entrepreneurship education, therefore, are needed for nascent entrepreneurs. Therefore, it is important to make certain that pedagogy for nascent entrepreneurs suit their aspirations (Honig and Hopp, 2019). Finding of this research is believed to be useful especially for educational institution and government as policy makers. Now they promote entrepreneurship aggressively, as well as university students who want to be entrepreneurs after they are graduated. The introduction should state clearly the objective of the paper as well as context of the investigation. The literature review should be limited to the articles, books and other items that are relevant to specific research questions addressed. The theoretical framework of the research may contain a full section explaining motives of the research, identifying a gap in the existing literature of the research, and potential usefulness of proposed theoretical basis.

In essence, entrepreneurship is about how to create innovative venture (Schumpeter, 1934) combined with an ability to seek opportunities (Shane, 2000). Facing the risks in doing business is also associated with entrepreneurship (Frederick et al., 2007) since they usually deal with uncertainty. This means that to be able to be called an entrepreneur someone should have these three characteristics: innovative, opportunity seeker, and risk taker. As such, individuals with higher quality human capital, which can be seen such as from education, knowledge, and skills will be expected to have better chances to be successful entrepreneurs since they have superior ability in exploiting opportunities (Davidsson and Honig, 2003).

Nascent entrepreneurs are defined as individuals who are enthusiastically engaged in the start-up process. However, they still do not have an actual firm birth with viable business (Aldrich, 1999; Reynold, 2000). This means that it is possible for nascent entrepreneurs to unable to establish new firms (Arenius & Ehrstedt, 2008). Furthermore, nascent entrepreneurs typically should not have had full time wages or salaries for more than three months to anybody (Reynolds et al., 2004). Nascent entrepreneurs are the potential founders of new

ventures. For this reason, it is important to know exactly why some individuals attempt to become entrepreneurs while others neglect this opportunity.

Studies focusing on start-up and growth problems of new ventures have shown that most of the problems are related to sales and marketing, obtaining external funding, and financial management (Terpstra & Olson, 1993). Entrepreneurs of new ventures might also have a great promising idea but they are often lack of commercial skills and business experiences especially in the early stage of development. According to Rosen and Willen (2002), nascent entrepreneurs characteristically are not ready to face the problems.

Previous research in entrepreneurship education and training has recognized the importance of those aspects in term of upgrading the quality of entrepreneurs in the future (Lee & Puryear, 2005; Turker & Selcuk, 2008). Entrepreneurship education and training are expected to help them to pass the test as a nascent entrepreneur. There is no definite answer for question about the relationship between human capital and success in creating a business. In fact, such studies are rare (Diochon et al., 2008). However, Jyothi (2009) argues that entrepreneurship education and training indeed can influence people to become entrepreneurs especially since those aspects can increase their motivation to be entrepreneurs.

Success can be interpreted differently by entrepreneurs. In general, of course, they associate success with financial freedom which can be indicated by sales and profit. Virareli (1991) confirms the fact that there is another criterion for success as an entrepreneur such as an opportunity to actualize themselves without restricted by someone else in upper level. Alstete (2008) argues that there is also another kind of achievement which is demanded by entrepreneurs, namely: an ability to give something to society and work in a good team. In short, we can say that the meaning of success depends on how each entrepreneurs interpret success itself and in what level of achievement they are now.

## **2. RESEARCH METHOD**

Qualitative approach was used in this research by utilizing multiple case studies. This approach considerably appropriates for this research since nascent entrepreneurship and entrepreneurship education and training issues are still underdeveloped research especially in Indonesia. Multiple case studies can give some useful insights which can be used further to stimulate more specific research in this entrepreneurship field. Young entrepreneurs have been interviewed by using in-depth semi-structured interviews. We also conducted observation to enrich our analysis. We are focusing on young entrepreneurs whose age are between 24-35 years old and hold a bachelor degree in any majors.

Some earlier researches highlighted the importance of marketing and entrepreneurship concept for entrepreneurs. While Maritz (2010) has discovered 'a conceptual entrepreneurial marketing model, which integrating academic and practice theory'. This research will identify how academic theories will help nascent entrepreneurs in practice. Is the academic theory valuable for nascent entrepreneurs or not? In this research, seven young people who perceive themselves as young entrepreneurs have been observed and interviewed. All of them were graduated from bachelor degree in both various disciplines and universities in Indonesia. In fact, to be graduated from bachelor degree is still a privilege in Indonesia. We chose them as our interviewees based on information from people around them especially by students who have already know them. We also compared them with their competitors in the market in term of business scale by competitor. All of informants considered our interviewees as young and successful entrepreneurs. Word of mouth has become an effective way to make someone called entrepreneur. Our task then is to see those "entrepreneurs" and ask them to tell the story about the role of entrepreneurship education and training regarding their experiences as nascent entrepreneurs.

By interviewing entrepreneurs who can pass the challenge as nascent entrepreneurs, it is possible to discover whether formal or non formal educations have helped them. If yes how it helps them but if it is not, why? What subjects will be useful for them but have not been offered yet? If the entrepreneurship education does not help nascent entrepreneurs in the real market, what has gone wrong with the subjects or method of delivery the subjects? Each interviewee now is the owner of small medium enterprises. We asked them mainly about their experiences as nascent entrepreneurs in the past and their relation with entrepreneurship education that they got when they were in universities. It is expected that at the moment they can contemplate whether their success as entrepreneurs today can be mostly or partly contributed by entrepreneurship education.

In order to make sure that our interviewees have successfully passed moment as nascent entrepreneurs, we asked them about their business today. They should have established business which have already had a positive cash flow or at least have paid salaries or wages to anyone more than three months. We deliberately select entrepreneurs who seemly have established businesses. This selection considered their legal status, assets, and comparing them with their competitors at the same level playing field. In addition, we also asked them firstly about their opinion about the definition of success as entrepreneurs, while all of them considered themselves as entrepreneur although some still in early stage.

By identifying the experiences as nascent entrepreneurs especially in term of the role of education and training in helping their process of being entrepreneurs, this research will explain the relationship between entrepreneurship education and the success of nascent entrepreneurs in SMEs development. Some themes have been identified to signify such a relationship. In addition, we found that based on Indonesia's standard, all of our interviewees are regarded as small business which is an important step to develop bigger business. This means that some insights from these former nascent entrepreneurs can be taken as a lesson by their successor in the near future.

### **3. RESULT**

#### **3.1. Profile of the Interviewees**

There are seven interviewees that are called interviewee A,B,C,D,E,F,G. All interviewees have bachelor degrees and run their business in different cities in West Sumatera Indonesia. Interviewee "A" runs charcoal briquette business. Interviewee A holds a bachelor degree in Accounting and has \$150,000 sales per year. Interviewee "B" who got bachelor degree in Economics has a Minang (West Sumatera) Wedding Organizer business, got \$42,000 sales per year. Interviewee "C" runs embroidery business, holds a bachelor degree in law--\$54,000 sales per year. Interviewee "D" has a shoes business-holds a bachelor degree in Management, who has \$32,000 sales annually. Interviewee "E" has a souvenir business and reaches \$58,000 sales per year-- hold a bachelor degree in Law. Interviewee "F" has a fried ice cream cafe holds bachelor degree in Literature and gets \$43,000 sales every year. Interviewee "G" holds a Bachelor degree in Management--has a steak restaurant and he gets approximately \$47,000 sales per year.

#### **3.2. Results of the Interviews**

At first time, we identified the definition of success as an entrepreneur based on each individual perspective. Most of the interviewees explained success as ability to have achievement and self actualisation as entrepreneurs. While some of interviewee defined success as freedom to use money and to look good in society.

Interviewee G expressed his satisfaction of being a young businessman.

"I can finance myself and run my own business while other young people in my age still do not know what they are going to do for their future and even still ask money to their parents to buy everything they want."

Interviewee A defined success as ability to send his product overseas. He said that, "there is not many people can send their creation outside Indonesia and even outside West Sumatera. It is sort of a big achievement for a young people from West Sumatera, like me".

The analysis of the interviews, which was undertaken for this study, identified a number of important themes, in the conceptions about the entrepreneurship education and training and the success of nascent entrepreneurs in developing their businesses. Nearly all the following themes were mentioned in various ways by most of the interviewees. Other ideas were mentioned by only a few interviewees were ignored for the purposes of this research. Themes are listed according to the order in which they first occurred during the interviews.

1. Entrepreneurship subjects in university did not have positive impacts on the success of an entrepreneur.

Entrepreneurship subjects did not give so much help for the success of entrepreneurship because it was too general and did not up to date based on what happen in the market.

For example, Interviewee "A", the owner of souvenir business explained:

"When I was in college no body taught me how to design a nice souvenir. The entrepreneurship subject had too many theories. I was only told how to make correct financial statement, expand market share, and increase production capacity."

Interviewee "A" believes that he already had an innovative business by providing Souvenir made of wooden batik, which is the cultural heritage of indigenous peoples in Indonesia and is now recognized by UNESCO in the works and creations of the Indonesian nation. Interviewee "A" calls himself as an entrepreneur. He said that the success of his business is because of uniqueness of the product, not because of entrepreneurship subject.

However, Interviewee "G", who runs "Ambassador steak restaurant" explained further tehat:

"training from outside university is more valuable for the success of my business. It is because they are real business people who can share their own experiences, even with tear in their eyes. It is different with training from university which was given by lecturer who never really come to the real business. It is so much different!"

2. Entrepreneurship training and education in university is only useful for motivation and networking.

Some Universities in West Sumatera said that they are currently focusing on Entrepreneurship subject which enable their students to build their own businesses once they are graduated. However, all of interviewees said that entrepreneurship training and education in university was only help them in term of motivation and networking.

Interviewee "G", who runs a steak restaurant said that

"I believe entrepreneurship subject has improved my confidence to run a business although the subject does not give me an applicable knowledge to be an entrepreneur."

"I remember that Pak Ci, in a seminar I attended in Andalas University, said that we need more entrepreneurs since the percentage of entrepreneurs Indonesia is below 1% from population. I feel motivated after attending such seminar or workshop"

Pak Ci is a nickname for Ciputra, a well-known successful entrepreneur in Indonesia. He is now also known for his great enthusiasm to foster entrepreneurship among students through entrepreneurship education and training.

Furthermore, interviewee "F" stated that she was motivated to run cafe business not because of entrepreneurship training. She said, "It is useless" The same opinion was also revealed by interviewee "D". She believes that she develops business because she has a uniqueness in her product.

"There is nothing to do with the entrepreneurship training in University. Anyway, I feel more confident to run a business after I got a Bachelor degree because I heard that less than ten percents of Indonesian people got a chance to go to the University. I feel confident because I know that I am a part of smart community in Indonesia. I believe I will be able to run a business "

On the contrary, it is undeniable while studying at college people could expand their network. All of the interviewees agreed with this statement. They considered networking is a basic ingredient to expand business in Indonesia especially in West Sumatera. Interviewee "F" further explained, " I have a good networking when I am looking for customers. It is useful to make a good relationship with friends in university, collecting business cards and attending events"

3. Entrepreneurship trainings conducted by lecturers have "too many theories, no practice"

All of interviewees agreed that entrepreneurship training in university has lack of practical experiences and too much theory.

According to Interviewee "C", Interviewee "B" and Interviewee "A" : they had already got many theories regarding entrepreneurship at college. However, it was not the same as practical experiments. They only received small proportion of practical experiments in university.

In fact most respondents said practical experiments were much more essential compared to scientific theories.

Interviewee "C" said that "Most of the lecturer are not practitioners. They just learn something from book and teach us based on what they read from the book. It is not practical, difficult to understand".

"... our lecturers taught us about business plan and marketing plan. They know about entrepreneurship concepts, but they do not know our potential. We need more details in creating new business in a real life"

Furthermore, 80% of the theories cannot be applied after they graduate from college. This is because the material, which was taught in college, was not up to date again with conditions on the field. Most of them got new theories after they went directly to his field work. For example, Interviewee "C" who has been 15 years of doing experiments on clay batik. She discovered a new breakthrough on this batik business five years ago. Thus, she has dared to open the gallery. She believes that Clay batik is quite unique.

Interviewee "G" expressed his disappointment about the lack of supervision from lecturers especially when he wanted to implement his business plan"

"after I finished my business plan, I was confused what next to do. I thought that it is better if we have system that allow us to be advised by experts or lecturers. Of course, I knew most of them are very busy. I just wanted to make sure that I was on the right track..."

#### 4. Nascent entrepreneurs got few innovation-oriented training.

Most of interviewees explained that trainings that have been offered for Small and Medium Enterprises managers mostly forgot about innovation aspect that have to be strengthen in doing a business.

When she was a nascent entrepreneur, interviewee "B", the wedding planner, recognized she only got few innovation-oriented training. Interviewee "B" explained further that "Indonesian government has to carry out a lot of innovation-oriented training to support small scale business." Although Indonesian government aware that Small and Medium

Enterprises take important role in development of Indonesia, but still the government still does not give enough attention in to SMEs training.

“All trainings that I ever joined before were always the same. Someone would tell you that to be an entrepreneur was a good choice. Trainers also taught something that we had already known from books or previous lecturing in entrepreneurship class. What we need is something more special, for example, a technology that can give value to our business.”

#### 5. Financial aspects have become main issues for nascent entrepreneurs

All interviewees explained that financial aspect is a very difficult issue for them. Even some of them do not understand how to fulfill the 5 C and convince banking sectors to get capital.

Interviewee “G” expressed his frustration in facing business barrier particularly in applying for a bank loan.

“Indonesian entrepreneurs could be the best entrepreneurs in the world. While in western country the most important thing is about “an idea” or how to develop “a business plan”, in West Sumatera, we, the entrepreneurs, have to learn how to convince the bank that we are good enough to get money. It is not easy. Sometimes, it is even unlikely for some people to get money for their business start-up because they simply do not understand how the system works. It is so complicated and costly.”

In term of get loan from the bank, interviewee “C” (embroidery entrepreneur) said that capital access has nothing to do with education level. Banking sectors will give loan based on 5C, namely Character (character), Capacity (the ability to restore debt), Collateral (collateral), Capital (capital), and Condition (the circumstances). For the bank, customers who meet the criteria of 5C are the perfect persons to get financing.

Subsequently, Interviewee “A” agreed with Interviewee C’s statement. However, several banks assume well-educated customers are able to manage their money wisely compared to less-educated customers. Launching a new business requires much skill and preparation. Entrepreneurs may not have the resources to raise capital in order to market their new business ideas; therefore, some great business ideas never become commercialized.

This is a common dilemma that many entrepreneurs face. They often speculate about how to raise capital and at the same time, are unsure about how their start-up will have the needed financial security to properly stay on track. Before a new business owner can raise capital for their start-up, they must first identify the different sources of funding, find one that is most compatible with their needs, and then meet the given criteria of the investor or bank.

These crucial steps mean that the difference between having the opportunity to successfully raise capital and leaving their new business ideas behind.

#### 4. DISCUSSION

There are some misleading conceptions that highlight our interviewees activities as entrepreneurs. Firstly, most of the interviewees mentioned that they were pleased with their achievement now since they could have a positive image as a member of society since they now own an established business. Studies in success of an entrepreneur have recognized the financial advantages as the most frequently mentioned by a new entrepreneur aside freedom aspect as an entrepreneur. Here, in West Sumatera we found a fact that most of our interviewees defined their success by linking it with how other people see them. As a consequences, we can find more individuals a nascent entrepreneur who focuses on making impression to public that they are now a successful businessmen rather than behave like a real entrepreneur.

Secondly, they think that they are entrepreneurs as other people also considered them as entrepreneurs, but after closer look we can conclude that they actually are not entrepreneurs yet. All of the interviewees are the owner of SMEs or even most of them are small businesses. They perceived themselves as entrepreneurs and said that their business have uniqueness even though in fact there is lack of innovation in their products. Most of the interviewees defined innovation narrowly. Based on our observation, we can see that all of interviewees run their businesses which have already done by someone else before and not try to do different concepts in doing businesses. They enter markets that have been exploited by other players in the market. Most of them also prefer to do business that is assumed less risky business such as restaurant.

This means that there is lack of innovation and risk taking in our interviewee's businesses. In Indonesia, we have a well-known term called "ATM" (Amati, Tiru, Modifikasi in Indonesian language) or in English can be translated as See, Adopt, Modification. This "ATM" activity has been perceived as innovation by our interviewees. For this reason, they call themselves entrepreneurs even though in fact they are still ordinary small businesses.

Entrepreneurship in developing countries such as Indonesia considerably is different from entrepreneurship in developed countries. Indonesia, for example, obviously still lack of entrepreneurs especially in term of quality of their human resources. Indonesia has abundance of micro and Small Medium Enterprises (SMEs), but not all of them emerge as typical entrepreneurs since they have problems of inadequate capital, small scale of business

and limited market. In addition, nascent entrepreneurs can also have more challenging journey to become entrepreneurs in Indonesia. There are many barriers that are typically faced by nascent entrepreneurs regarding their inherent characteristics as we mentioned previously.

In broader sense, we found that entrepreneurship subjects in university did not have positive impacts on the success of an entrepreneur. However, entrepreneurship training which mostly provided by university and government were effective in increasing their motivation to become entrepreneurs since many successful entrepreneurs have talked to them as well as inspired them. Entrepreneurship education also successfully increase their understanding in business concepts especially in both business and marketing plan. Business plan and marketing plan are typical knowledge that they got from entrepreneurship education and training. In contrast, they had difficulties in understanding financial concepts including how to get loan from Banks or other potential sources. In addition, most of the interviewees confirmed the fact that typical entrepreneurship education and training in Indonesia lack of details and supervision. The "one size fits all" method could not satisfy their hunger for knowledge and skills that helped their businesses. As bachelor degree students, they know a little in everything. At least, they need someone or group who officially can be discussed with in term of their business development. More specifically, they need someone or group who understand their market or industry and have skills and knowledge that can add values for their businesses.

Earlier study by Davidson and Honig (2003) discuss that there is no significant relationship between education and work experience to success in starting a business. However this study found that education and training help to build motivation and networking for nascent entrepreneurs which means that education and training have opened more opportunities to be entrepreneurs compared to not long ago-before 2005.

Mueller (2006) explains the effect of local entrepreneurial environment to intention of an individual in making decision to be self-employed or not. Some universities are currently trying to offer this kind of environment for their students. Mueller (2006) says that people who have previous experience in term of work and self-employment have been proven to be more likely to be nascent entrepreneurs in the future. In relation to this, sharing ideas between real business owners which can be provided by universities, will give practical experience to students and increasing their likelihood to be nascent entrepreneurs. The real experience is much better for students rather than just rely on bunch of theories from lecturers.

## 5. CONCLUSION AND IMPLICATION

According to interviewees, to be owners of small business have increased their prestige as members of society. This means that they now have passed challenges as nascent entrepreneurs. We have selected our interviewees based on comparing them with their counterparts and asked informant (people and students) who then recognized them as reputable young and well educated entrepreneurs). This fact can indicate misleading conception in defining entrepreneurs. More importantly, this fact can indicate the typical young and well educated entrepreneurs which was produced by the education and training-program.

The question now is how these people can continuously improve their business rather than develop their personal image. In term of entrepreneurship education and training, it is important to make sure that both of them can significantly change the business. Here we propose innovative technology and understanding their market comprehensively as the essence of entrepreneurship education and training that can upgrade their scale of businesses.

Most of the interviewees mentioned that university still lack of entrepreneurship culture. Although some universities declared their new positioning as university with entrepreneurship culture, their graduated students still see it as a slogan only. They criticized their own university. Lecturers were considered slow in responding such change and still did their job like business as usual. Entrepreneurship education and training were still seen as generic medicine that offered by university and government. Training initiated by private organization is more effective since they offer more practical skill and knowledge in starting business, but it is costly compared to training from university and government which are mostly free of charge. Interestingly, most of the interviewees considered entrepreneurship education that they got during their study in bachelor degree useful in term of motivation encouragement, while they were facing challenges which require technical abilities, experiences and access of information and finance. The lack of experiences and preparation for real business situation has made them not confidence to enter the market aggressively.

All interview admitted that they were motivated by entrepreneurship campaign. This campaign had helped to encourage people including young people to create jobs by doing business which is important to solve social problem such as unemployment. In addition, as nascent entrepreneurs they were eager to start their business aggressively, but they were confused what they should do. As students in bachelor degree, our interviewees were rich in business concepts. What they do not have is experiences in doing a business in a real life. In fact, business environment in West Sumatera has led them to a conclusion that theory can be

really far from the reality. In Indonesia, we can witness the barriers for a future entrepreneur to enter a new chapter in life as an entrepreneur. It is not only about transforming business ideas into reality, but also about how to deal with external environment which offering uncertainty. The lack of infrastructure, for example, has become a common phenomenon especially outside Java. It is also not easy to find out money especially "soft loan" for a new business.

For these reasons, it is important for nascent entrepreneurs to learn from their predecessors who have passed such a difficult journey. We also propose that entrepreneurship education and training in West Sumatera and Indonesia in general should have accommodated both lecturers and trainers who fully understand market for specific entrepreneurs and have specific skills and knowledge that useful in increasing business development. In order to increase the outcomes of the training, there should be a mechanism to let nascent entrepreneurs discuss their problems with their lecturers and trainers. It is important for them to have someone or group who are officially provided by university or government to help them. As a result, there will be more "real entrepreneurs" come from Indonesia who have both profitable and sustainable businesses.

As mentioned previously, this research is a preliminary research in this field in West Sumatera, Indonesia. We need to evaluate entrepreneurship and education in a broader population. It is also important to evaluate specific education and training that can effectively increase the rate of success of nascent entrepreneurs. These evaluations might include characteristics of trainers and educators, education and training method, and characteristics of nascent entrepreneurs themselves. It is also worth noting that the research sought perspectives about the education and training in West Sumatera which might not fully and, indeed, not design to represent general situation in Indonesia. Future research also needs to identify successful entrepreneurs not only based on people and students' opinion like what we did, but also based on measurable fact such as sales and profits.

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