Building Confidence, Competence and Connectivity:

An Entrepreneurship Learning Methodology for Women at Risk in *Dolly*, Surabaya, Indonesia

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Abstract

It is popular to argue that entrepreneurs are ‘born not made’. There is no question that personality type and innate strengths do play a significant role in equipping individuals to function as entrepreneurs but it is also clear that a lot of the capacity building that can assist somebody in starting their own business, and successfully developing it, involves skills, knowledge and attitudes that can be taught. This paper discusses one model of teaching entrepreneurship that has arisen out of the experience of working with vulnerable individuals who lack specific skills, capital and education. The initial development of this model took place when Ciputra University (UC) began working with women formerly involved in the sex-worker industry in Surabaya’s infamous *Dolly* neighborhood. These women had very modest levels of formal education, limited life experience, little confidence that they could ever succeed outside the profession that they had known and few skills to facilitate alternative employment. The educational model developed to assist them is broadly applicable to those coming into entrepreneurship with little education or background in business. This model is built around three essential elements, summarised as: confidence, competence and connectedness (‘the 3Cs’). Confidence is built through culinary training for a learning outcome from a psychomotor domain.

Keywords: entrepreneurship, former sex-workers, confidence, competence, social capital, Indonesia  
JEL codes: L2, I250, I310, O350
Introduction

The teaching of entrepreneurship is a new and evolving field. Some would argue that entrepreneurship cannot be taught. Others, however, argue that the skills, attitudes and knowledge that can assist somebody in starting their own business – and successfully developing it – can be taught.

This paper deals with the issue of the extent to which, and the manner in which, entrepreneurship can be successfully taught. Specifically, it asks what approaches can be effectively used to teach entrepreneurship to those whose overall levels of education, and practical business experience, are very limited.

In order to answer this question this paper examines one model of teaching entrepreneurship that has arisen from working with vulnerable individuals. Individuals from a more privileged background would naturally shift towards a more sophisticated approach to teaching entrepreneurship, but the approach set out here is broadly applicable to all whilst being particularly applicable to those coming into entrepreneurship with little education or background in business.

The initial development of this model took place when working with women formerly involved in the sex worker industry in Surabaya. These women had very modest levels of formal education, limited life experience and few skills to facilitate alternative employment. They struggled with low levels of self-esteem and generally felt trapped in a world of work that they did not like but from which they could not see a way out.

The model of teaching entrepreneurship examined here is clearly broadly applicable not just in other sex-industry districts around Indonesia but also to those communities associated with very different industries. It has arisen out of a distinctly
Indonesian context and deals with a set of issues and challenges that are commonly encountered in post-Suharto Indonesia. Indonesia differs from many of its Southeast Asian neighbors, and from many other developing nations around the world, in having very few true small and medium sized enterprises (SMEs). What it does have is an enormous number of micro-enterprises and a very small number of large enterprises. Over ninety percent of all businesses in Indonesia are technically micro-enterprises (Tambunan, 2006; Tambunan, 2007a,b). For this reason micro-enterprises and SMEs in Indonesia are often discussed collectively (Indonesian Country Presentation in the 1st Meeting of the COMCEC Trade Working Group, Ankara, Turkey, June 20th, 2013). For this reason the transitioning of a proportion of micro-enterprises to SME status is the key to Indonesia successful economic and social development. Consequently, if entrepreneurship-teaching programs such as this program prove successful the implications for educational and economic policy in Indonesia are enormous. But beyond this, if the essential elements of this program prove to be broadly applicable in other national and cultural contexts then the implications for developing societies everywhere are considerable. At the end of this paper specific consideration will be given to assessing the global applicability of this program outside of Indonesia.

This program is referred to as the Ciputra 3Cs Perempuan Harapan (Women of Hope) program. The model is built around three essential elements, summarized: as Confidence, Competence and Connectedness, and is thus known as the ‘3Cs approach’. This paper outlines the specific experiential learning methodology of 3C-ELM or ‘Confidence, Competence, Connected – Entrepreneurship Learning Methodology’.

The acquisition of a marketable vocational skill from qualified trainers allows the learners to develop greater self-confidence. Confidence is developed both through
acquiring vocational skills and through tailed business skills and entrepreneurship training. The empowerment program must guide learners to see a new opportunity in the market from the “eyes” of their new skills. Connectedness comes through an incubation process in a space in a real market that teaches them how to build social capital. Students are mentored over a three-month period with the mentor gradually letting the new entrepreneur face the market’s challenges by themselves.

Theoretical Framework/Literature Review

Sense of Purpose

A red-light district can provide an environment that allows, albeit in a very limited way, women inside the “industry” to have all three of the above components of self-esteem but once outside of the “sex-industry”, these same women can struggle with connectedness, and sense of uniqueness and of personal power.

In early 2014 Ms Rismaharini (known to all as Ibu Risma) the reformist mayor of Indonesia’s second largest city Surabaya announced that she intended to close the city’s infamous ‘Dolly’ red-light district, one of the largest prostitution neighborhoods in Asia. 

Ibu Risma had built her reputation on cleaning up the sprawling East Java port-city, beautifying the parks and streets and cracking down on crime and corruption. Whilst even she probably did not believe that she could completely eliminate prostitution in Surabaya she was determined to reinvent Dolly and restore a sense of ‘dignity’ to a neighborhood long under the control of organized crime.

Whilst the mayor’s intention was to not just clean up the city but to help the women of Dolly build new lives the closing of Dolly threatened to demolish their foundation of psychological and social strength: previously they were ‘somebody’ in the tight-knit community but with its closure now they became ‘no body’. They might not
have been entirely happy being sex-workers but it was all they knew. It was not just a source of income but the basis of personal identity. For it to be effective an empowerment program developed to assist them must recognize this and develop a holistic training program designed to comprehensively build the self-esteem of the learners.

Self Esteem

The issue of self-esteem is critically important to any entrepreneurship empowerment program but particularly so for programs intended to help women like the former Dolly workers. Research by Ernst & Young (2011, p.14) has identified “internal locus of control” or a belief in control over one’s environment in the central part of the DNA of the entrepreneur model. Internal locus of control will not present without one’s strong self-esteem. Self-esteem is a foundation for the confidence that we can control or influence our environment.

A deeper understanding of what confidence is and how it can be developed is provided by the concept of Mink, Keith & Mink (1993, p.128) have identified as ‘inner psychological strength’. Their work was built, in part, on the work of Aronson, Carlsmithe, Ellsworth & Gonzales (1990), Bean & Clems (1978) who identified three components of self-esteem:

- Connectedness: The security and confidence that comes from being a member of a group or a community and feeling a sense of belonging.
- Sense of Uniqueness: The acceptance, understanding and appreciation personal strengths and weaknesses.
- Sense of Personal Power: The confidence that comes understanding how to leverage personal competencies and strengths.
The intention of Figure 1 (the DNA of The Entrepreneur Model) is to show that entrepreneurship is not merely a skill but rather a set of competencies that includes mind-set, attitude, skill and knowledge, all of which must be developed to build a strong personal foundation for entrepreneurship. It follows that an entrepreneurship empowerment program must be a holistic program that addresses the development of the whole person at the cognitive (thinking), affective (emotion/feeling) and psychomotor (physical/kinesthetic) levels.

Figure 1 The DNA of the Entrepreneur Model

Source: Ernst & Young (2011)

The Psychomotor or Kinesthetic Domain

Wilson (2014) and other researchers have reinforced our understanding of links between structured psychomotor activities and education by examining ways in which certain kinds of learning go hand-in-hand with growth in the psychomotor domain.
Ciputra University includes culinary training for a learning outcome from a psychomotor domain.

This pedagogical approach is particularly important in the Ciputra 3Cs Perempuan Harapan empowerment program for three reasons: firstly, the learners need to have at least one practical skill to be able to enter and succeed in the market since they have a limited formal educational background or “normal” job experience. Secondly, this kind of psychomotor learning is accessible to all, even those with low levels of formal education and literacy. This has the additional benefit raising their self-esteem by giving them confidence that they really can learn new things. Finally, the acquisition of a marketable vocational skill from a qualified trainer allows the learners to have a greater overall self-confidence. In the Ciputra University program an accomplished chef is invited to teach in the program to provide practical hands-on training how to make popular food in the market.

Connectivity to the Market

There are at least two objectives in entrepreneurship learning: the first is to know entrepreneurship; and the second is to become an entrepreneur. The pedagogy for “knowing” – learning a something in an abstracted fashion – and the pedagogy for “becoming” entrepreneur are not the same. The pedagogy to educate learners to be an entrepreneur demands a pedagogy that goes beyond traditional classroom practice.

Fayolle (2006) argues that whilst there is no universal pedagogical recipe to teach entrepreneurship any approach must involve an element of “learning by doing” – involving real-life situations and learning directly in the field. Similarly, Gibb (2007) outlines a pedagogy of entrepreneurship education that encourages learning by doing; by exchange; by copying (and learning from the experience); by experimentation; by
risk taking and ‘positive’ mistake making; by creative problem solving; by feedback through social interaction; by dramatization and role playing; by close exposure to role models; and, in particular, interaction with the outside/adult world.

Researchers such as Fayolle and Gibb represent specialists in this field advocating the importance of experiential learning and connecting learners to the outside world. They argue that there are at least three reasons for this: one, individuals must know and understand the nature of business; two, they have to know people in the business; and finally, they have to personally experience how their business idea can be implemented in the real marketplace.

**The 3Cs-Entrepreneurship Learning Methodology (3C-ELM)**

The 3Cs Entrepreneurship Learning Methodology (3C-ELM) developed at Ciputra University sets out to answer the above challenges. Although it has developed in a particular context with particular application it has broader applicability to the design of programs of entrepreneurship empowerment for any learners coming from a background of limited self-confidence, limited competency and limited connection with a common market place (Figure 2).
Source: Ciputra University

There are seven empowerment-type activities in the Ciputra 3Cs program as follows:

1. Confidence: For the reasons outlined above, raising the self-confidence of learners represents the starting point of the empowerment process. The social environment of the program, and the contributions of all trainers and administrators in the program must be seen to show respect for, and confidence in, the learners so. They need to have their self-esteem and confidence carefully and consistently nurtured if they are to come to believe that they can have a new and better future through entrepreneurship.

2. Competence: Raising the competence of learners will have two impacts. It will help build their confidence and it will open new doors of opportunity. Besides learning culinary skills, the learners also experience hands-on entrepreneurship training. The empowerment program guides learners to begin to see new opportunities in the market through the “eyes” of their new skills. Each small step forward in learning how to do new things helps lay a foundation for their later success. For most of
these women the initial thought of running their own small business (technically a micro enterprise) seems like an impossibly distant and unrealizable dream. The range of things that they have to learn and competencies required appears beyond their comprehension. But by breaking the learning experience down into a series of small achievements they steadily come to see that once appeared impossible is actually with reach.

3. Connected: Connecting and bringing the learners to the market place is a major element in this program of empowerment because the final outcome is not only to produce skillful learners but also to create new small business owners. When the women meet other women not unlike themselves they become inspired to follow their example. The process also builds natural, informal, mentoring relationships, providing points of contact for the women to follow up in their own time.

   Each of these three elements – building confidence, developing competence and building social capital through developing market-place connections is important in themselves but experience with the program has shown that they are best developed in tandem. The Ciputra University 3Cs program has developed a program pedagogical structure that focuses on activities that develop the following binary pairs:

4. Confidence & Connected: The purpose of this activity is to raise the confidence of the learners that they can be successful in the market place. It is about learning to be confident in the market place. This occurs through activities such as meeting with a successful small business owner who themselves has limited formal education, or by sending the trainee to do an internship.

5. Confidence & Competence: The purpose of this activity is to develop the confidence of learners by assisting them to acquire specific skills through hands-on training
from a highly qualified trainer. As discussed above, Ciputra University’s Perempuan Harapan program engages a charismatic, well-known “celebrity chef” to train the students. Not only is Chef Hugo a popular, well-known public figure, he is a gifted and generous teacher with a warm and encouraging manner that draws his students out and build their self-esteem and overall confidence as learners. Good humor and spontaneous interaction are used to good effect to draw-in timid learners and get them motivated to apply themselves.

6. Competence & Connected: This activity is designed to assist learners to acquire a skill that can be marketable. The aim is to learn how to produce a product that can be sold in the market and accepted by the customers. Typically, Chef Hugo teaches the women how to make different kind of sambal (a spicy chill-based condiment very popular across Southeast Asia). Along the way he teaches them how to taste and identify different combinations of ingredients, using blind-tasting of a diverse range of commercial sambal – from high-end to low-cost brands – to get them to recognize what is possible with modest means and careful preparation. Sambal represents an ideal basic commodity but the lessons learned can be applied to a wide range of other food-stuffs as well as to non-culinary items.

7. Confidence, Competence & Connected: This activity brings all three elements together by place the learners in real world market places. They have to learn to survive and to build their business in the face of competition. This occurs in the final stage of the program part and makes extensive use of practical coaching, guidance and encouragement from expert mentors.

Raising the confidence of the learners is both the starting point and major theme of the Ciputra University 3Cs empowerment program (Figure 3). The empowerment
program employs two strategies to develop confidence. The first is to create an environment of learning that shows personal respect for, and attention to, the learners. The Ciputra University 3Cs program treats learners as important customers. They are provided a specific uniform, a proper training place, and are never asked what they did previously. Secondly, the program contains elements explicitly designed to build confidence. For example, when preparing jars of *sambal* their name and picture are incorporated as part of the brand of the product that they have made.

**Figure 3 Ciputra University 3Cs empowerment program**

Raising the core competencies of learners represents the second major theme, for two reasons. Firstly, building competency builds confidence. Secondly, it is foundational in to achieving the ability to begin to enter the market.

The third major theme of the Ciputra University 3Cs program is closely linked to the first two and builds upon them. It is about connecting learners to a new world of business and helping them learn how to build social capital in the world of business. Becoming connected, in this program, has three objectives: i) to connect learners to the market, ii) to connect learners to the network of the industry and iii) to connect learners...
to the network of information. Learners must be exposed to the real market to know and understand how businesses grow and develop in the market. But first, in order to penetrate the market learners need to have their confidence and competency developed to a functional level.

**Research Methodology**

Data was collected through semi-structured interviews in Indonesian in 2014. The study focused on twenty-eight of which 10 of them are former sex-workers and the rest are women who get financial benefits from the red districts from many other economic activities from Dupakbangunsari a red district and is a smaller area and which was closed before Dolly. These women from Dupakbangunsari face more risks than the Dolly women and they are usually older and less educated. Participation in the study was limited to female former sex-workers. The aim was not to study the larger field of sex workers in Indonesia as a whole but rather to focus on one sub group within it. The researchers worked with Ciputra University made introductions to willing participants. Participants where selected who could provide a richness of experience, rather than being strictly a representative sample.

The twenty-five women in this study were all participating in the inaugural Ciputra University 3Cs program. At the time of the fieldwork in mid-2014 they were aged between 34 and 48 years old. Most of the women (21 out of 25) where mothers but less than half were in stable long-term relationships. They were all long time residents in or adjacent to the Dolly neighborhood. The all benefited from the economy of the sex industry but not all were actual sex workers. Out of respect for the women, and consistent with the stated position of the Ciputra University entrepreneurship faculty, they were not questioned about their former lives. Instead, the subject of the
semi-structured interviews revolved around questions intended to elicit their thoughts and impressions about what they were learning from the program. They were encouraged to discuss their understanding of the ideas and principles being taught and to offer insights and what they found to be most helpful. They were also encouraged to reflect on their aspirations and hopes for the future and their sense of the utility of what they were being taught to achieving those aspirations.

In July 2014, validation activities such as focus groups discussion and face-to-face interviews were conducted in order to confirm preliminary findings. These activities enabled participants to give their opinions and experiences on the findings. Through these conversations the researchers were able to further verify the accuracy of the initial accounts. As Kempster and Parry (2011) have observed, this approach makes a significant contribution to enhancing the validity of findings.

A three-tier inductive process was used to synthesise the data into concepts and themes, and interpretations made from the themes (Grbich, 2013; Thomas, 2006, p. 238). The themes presented represent the most vocalised perceptions emerging from the data, analysed using NVIVO 10. Significant statements are presented highlighting the individual accounts/experiences investigated.

Through the study the researchers tried to give representation to the full diversity of views across the participant group. Inevitably, some participants were naturally very articulate in voicing their opinions, or had participated actively in the program as learners longer than others, so as to be very knowledgeable about the processes under discussion.
Results and Discussion

'Women of Hope' Program

People everywhere naturally wish to live as 'a good person' with 'a good life' in 'a good community'. Not everyone, however, has the same opportunities. Some people must face very difficult situations in their life. This is often the case for those women who are working in the sex industry.

This is seen in the case of one woman, Honey (not her real name). This forty-two year old woman has seven children from three husbands. Honey is a strong woman working very hard to feed her seven children by doing any kind work that she could do. Because she has no formal education, few skills and no access to capital her options are very limited.

Honey went through a very difficult time when a doctor told her that her second daughter had leukemia. Honey faced one of the most difficult challenges that a single parent can face. She suddenly needed to find a lot of money for her second daughter's medication and was forced to borrow money from friends, relatives and associates. In order to repay her debts she chose to begin working in the sex industry. As a sex-worker she was able to earn sufficient money to re-pay her debt. Unfortunately, however, she ultimately lost her second daughter who, after years of sickness, ultimately succumbed in her battle with leukemia when she was fourteen years old.

After two years as a sex-worker, Honey decided that it was time to leave the industry. She did not want her children to find out her real profession. Honey's children just knew that their mother was working as a hostess at a nightclub. Honey did her best to protect her children from the impact of her sex-work.
A second participant in the empowerment program was Anik Sriwatiah, 41 years old and mother of one (Figure 4). Anik is happy to have her name used and story discussed because she passionately believes in what the program is seeking to do and believes that it is important to talk about it.

**Figure 4 Anik at her Dupak Bangunsari**

![Anik at her Dupak Bangunsari](image)

*Source: own field work*

In fact in May 2015 Anik spoke at length with Kompasiana.com's reporter Hadi Santos. Kompasiana is one of Indonesia's leading citizen media initiatives and is closely linked with *Kompas* newspaper, Indonesia's leading broadsheet, where many of the regular posters, such as Santos, are employed. Santos's report from May 30, 2015 is entitled 'The determined resolve of Anik Sriwatiah to empower former sex-workers and associates from the Dupak Bangunsari red-light district' (Santos, 2015).

Anik used to live and work in Dupak Bangunsari. Never a sex-worker herself Anik nevertheless made her living off the back of the throng of customers needing food, drink and other services who came in their thousands to the district when it was previously free to ply its lucrative trade. In its hey-day, Anik acknowledges, business was so good that she regularly made millions of rupiah (hundreds of dollars). The money was good and the work in her little *warung* (café) as not hard. Over time, however, Anik became uncomfortable profiting from an industry that brought suffering as well as wealth. Her conscience troubled her. As a mother of a daughter herself she
knew that her daughter deserved something better than the life of the women working around her.

The closure of Dupak Bangunsari in December 2012 spurred Anik into action. Unlike the many who lashed out at the mayor and Surabaya city administration officials for destroying a lucrative economy Anik voiced her support for the reforms that city was attempting. When the flow of customers to her warung dried up Anik seized upon the opportunity to participate in any of the new courses and training programs that the city was offering. Convinced that somewhere in all of this there was the prospect of building a new life, one with more dignity and self-respect, if less money.

Not content to think only for herself and her young daughter Anik encouraged her friends and neighbors, including many former sex-workers and managers, to join her. Within a year she was able put together a small handcraft cooperative with eight of her neighbors. Together they learned to use Singer sewing machines to make place mats and cushions. Anik proudly turned her modest home into a workshop cum training center entitled the “Jasmine Creative House”. At first many of the women doubted that they could make a living out of handicraft and sewing but over time the cooperative began to enjoying success, winning awards and enjoying a steady income stream. “Compared with my former business”, Anik observed: “I am not making so much money but the money that I do make comes with spiritual blessings. Our income is already at a point where it is supporting our families. Our handicraft is being sold as far away as Malang. We are happy learning many new skills. We feel that our lives now have new meaning.”

Apart from the handicraft business Anik’s little cooperative has developed a new business providing catering to neighborhood’s elderly residents. They now work in the
hope of reinventing not only their own lives but the neighborhood itself. The want Dupak Bangunsari and the women who live there to be known for something that they can all be proud of.

Dupak Bangunsari, the red-light district where Honey and Anik had worked, was closed down by the city government of Surabaya in 2013, ahead of the planned closure to prostitution of the adjacent, larger, neighborhood of Dolly described above, the University of Ciputra Entrepreneurship Center (UCEC), working in partnership with the mayor of Surabaya, pioneered the provision of entrepreneurship training for those who willing to start a new life to be an entrepreneur. This program is called 'Perempuan Harapan' or Women of Hope. Twenty-six women were initially signed-up for this program, only three of them who were sex-workers. The others were managers of sex-workers or women from communities who lost their income due to the closure of Dupak Bangunsari by Surabaya city government.

Antonius Tanan the director of UCEC developed the Perempuan Harapan program with support from program trainers contracted by UCEC. As discussed above, one of the trainers is Chef Hugo the well-known celebrity chef.

Beyond simply teaching the women about how prepare different types of sambal and then develop their own product, Chef Hugo provides valuable shelf-space to display to sambal created by ‘Women of Hope’ at the Entrepreneur’s Club, G-Walk – CitraLand, Surabaya – Indonesia (Figure 5). The Entrepreneur’s Club is a rented showroom for University of Ciputra students and lecturers business. The Entrepreneur’s Club was launched in July 2014.
At the same time, Ms. Risma, the Mayor of Surabaya, provides space at ‘Taman Bungkul’ the most popular public park in Surabaya for them to selling their product. In 2013 ‘Taman Bungkul’ was declared to be the best public park in Southeast Asia in a ASEAN local government contest. Every Sunday morning, ‘Taman Bungkul’ becomes a meeting place for thousands people walking and cycling some of Surabaya’s major arterials on the weekly car-free day. The Entrepreneur’s Club product displays and the permanent shops at ‘Taman Bungkul’ represent to get the ‘Women of Hope’ students connected to the market.

The hope is that when the women develop their culinary and business skills, they will be well on the way to being equipped to start their own small businesses. A further practical contribution that Ms. Risma has agreed to make by way of incentive and practical assistance is to provide one item of professional machinery as each woman’s request as an initial investment to run their own business.

Unfortunately, as of later 2014 only six of the 26 women who started out as students in the empowerment program have progressed to the final stage. Most of them remain unsure that they could earn similar amounts money, to that they had been able to earn in the sex-industry, when they start-up their own small businesses. For many,
the realities of their financial situations, which sees many carrying large debts, have held them back from setting out on fresh paths as entrepreneurs.

Recognizing this Chef Hugo decided to focus on providing additional assistance the two best participants towards helping them negotiate the transition to becoming successful entrepreneurs and role models for others. It is Chef Hugo's conviction that the 'Women of Hope' needs a couple of success stories from them in order to encourage others to make a firm commitment. When the women have their own friends who successfully become entrepreneurs and being well-accepted in community, others will be inspired to follow their path and become entrepreneurs.

In the second half of 2014 Chef Hugo decided to invest in rental space in front of traditional market in North Surabaya, and create a home bakery industry for the two best participants of 'Women of Hope' training program. Chef Hugo contends that they need to learn how to achieve an entrepreneur's mindset through simple measures and confidence-boosting small steps. They have been given operational staff to help them run their bakery and have been supported and monitored by entrepreneur mentors from Ciputra University. "Is important for them to experience this as someone who has her own business instead of as a worker" said Chef Hugo. This entrepreneurial experience, he reasons, is important to them developing their business competency and to increase their confidence being connected to their new world.

As part of his plan Chef Hugo has worked to find investors to provide financial support, including three months working capital. "It is around IDR 150 million* in total of investment, and we need sponsorship to create a success story from 'Women of Hope' program that could inspire more women from prostitution workers to be entrepreneurs" said Chef Hugo. He suggests that it is best if sponsorship comes from
multiple sponsors, rather than from a single sponsor, so more people become personally invested in program. Building social capital, he argues, is just as important as building financial capital.

Ciputra University's 'Women of Hope' program is more ambitious than most comparable initiatives in entrepreneurial education. The internal disadvantages that the students faced include lack of competency, connection to the market and personal confidence to a much greater extent than that of other students. Another challenges come in the form of external disadvantages, such as low levels of acceptance level from people due to concerns, reasonable or otherwise, about the potential to get infected by HIV/AIDS virus. The direct and indirect forms of stigma faced by the 'Women of Hope' students needed to be addressed carefully and seriously. At the same time the program enjoys many advantages not least being the sincere support and attention of the Mayor of Surabaya, the city government of Surabaya; the University of Ciputra Entrepreneurship Center (UCEC); and many people in the market and community who want to support the 'Women of Hope'.

3C-ELM Concept

The Ciputra University 3Cs Women of Hope (Perempuan Harapan) program discussed above arose out of work that the Universitas Ciputra Entrepreneurship Centre (UCEC) has conducted over the past two decades. Over this time UCEC has developing a model process for the creation of new business ventures through people-empowerment.

The UCEC people-empowerment model includes three continuing empowerment activities: inspiration, education and incubation. The purpose of inspiration is to inspire and motivate people to consider a career as an entrepreneur. This is important since for
many young people in Indonesia being an entrepreneur is not generally seen to be good career choice. Those who are already inspired progress to the second part of the empowerment process: education. This involves the learning experiences necessary to acquire the mind-set, attitude, skill and knowledge of an entrepreneur. The final part is the incubation phase; it is the process of mentoring and facilitating the “prospect entrepreneurs” to be ready able to launch the new business ventures.

In the “Perempuan Harapan” program the inspiration process involves visiting, watching, surveying and exploring successful small business operation. The role of learners is as active observers and active trainees in gaining new skills. The setting for the inspiration process is referred to as “the lab”.

The second process is education and combines “the lab” with experiential learning in a real-world market place setting. The market place is not controlled by the university but it is carefully chosen to be a “friendly market” in which learners are welcome to engage with practitioners. A “friendly market” is a market that has a consistently rich flow of customer traffic and that affords good locations for learners to begin to experience business for themselves.

In overall program of learning is designed to carefully manage the degree of difficulty for each new experience. Learners start with easier challenges and move gradually to a more difficult ones building their confidence and competency along the way. The incubation process is the final process. Learners who have shown their readiness will go through the incubation process in an actual market. The integration of the 3C-ELM concept into the inspiration, education and incubation process is presented in Figure 6, and the guidance for designing the learning process is shown in Figure 7.
The Inspiration Process

The purpose of the inspiration process should first be to raise the learner’s confidence. It is designed to encourage them to come to believe that they can enter a new profession – that of being an entrepreneur – if they are willing. Raising their competence and connecting them to the “real market” will be more impactful if they already possess confidence in the possibility of entrepreneurship.

The Education Process

As discussed above, the education process employs activities combined paired elements of the 3Cs, such that all together the activities constitute three steps. These
steps are confidence & competence, confidence & connected and competence & connected. Building confidence is foundational. Activities concentrating on developing confidence & competence for the starting point, followed by activities designed to build confidence & connected and then activities that combine competence & connected. Alternatively, the program can also lead off with activities intended to build confidence & connected and after that competence & connected and finally confidence & competence. The program is designed to have considerable internal flexibility so that it can be reconfigured to best suit the individual needs of learners and opportunities that arise. The progression of activities through the Ciputra University 3Cs Perempuan Harapan program can focus for a while on one step, or pause to concentrate on later steps if it is felt that the learners are ready to move to the next level: incubation. Some more examples of activities within the education process are given in Table 1.

Readiness to enter the real market is the final test before entering the incubation stage. This means the learning program can be made longer or shorter, depending on the progress of the learners. Figure 8 shows the management of the experiential learning cycle.

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<thead>
<tr>
<th>Theme</th>
<th>Example of activities in the education process</th>
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<tbody>
<tr>
<td>Confidence &amp; Competence</td>
<td>Ask a qualified person to evaluate the products</td>
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<td></td>
<td>Send the products to a competition.</td>
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<tr>
<td>Confidence &amp; Connected</td>
<td>Send learners to experience apprenticeship in a reputable small business. Allow learners to experience</td>
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<td>the best product in their category. In our case, after the learners are taught to make chilli sauce we</td>
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<td>brought them to a restaurant selling the best chilli sauce in the city. We let them to compare their</td>
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<td>product with the best one in the market.</td>
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<tr>
<td>Competence &amp; Connected</td>
<td>Conduct a blind test and ask customers to be the judges. Facilitate the learners’ ability to place their</td>
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<td>product for exhibition or in stores. During this process it is important that learners can successfully</td>
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<td>create a transaction. It may just be a temporary exhibition but the experience of a transaction is important.</td>
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Source: Ciputra Perempuan Harapan training program
Incubation Stage

The incubation stage starts with the provision of a space in a real market. It is not an "office space" for learners to do their final preparation in launching the venture; rather it is a space in a traditional market or general canteen or small business cluster.

This learning space is a space in the market place that is specifically provided for those learners who have successfully shown their readiness to compete in the real market and grow their business in the long term. The provision of the spaces is in the responsibility of the UCEC office. UCEC provides a mentor to assist the new business owners entering and facing real market challenges. The mentoring program begins with more intense engagement and gradually progresses to a point where the mentor lets the new entrepreneurs face the challenges of the market place largely by themselves. Every mentor has the target of assisting the new entrepreneurs in sustaining the business for at least the first 3 months.

This is the second chance for 'Women of Hope' to gain a better life by receiving initial investment (Table 2). It is hard challenge for 'Women of Hope' and for those who willing to help and support them too; but it is not impossible. Perhaps this program...
needs a long journey to be successful. Perhaps only few ‘Women of Hope’ will be helped through this program. ‘Women of Hope’ program is worth to be continued to save more women and to gain her dignity back.

Table 2 Perempuan Harapan initial investment

| Source: Ciputra Perempuan Harapan training program |

Conclusion

This conceptual framework was researched in mid-course in Ciputra University’s initial Ciputra 3Cs Perempuan Harapan empowerment program. The Australian researchers arrived after the inspiration process, which lasted for three days, was concluded but were able to and observe several days of the education process.

In response to the visit by the Australian researchers the designer and leader of Ciputra University’s 3Cs program, an co-author of this paper, Antonius Tanan was spurred to set down on paper the conceptual framework of the empowerment program that he had been working on over the previous twelve months, in the process capturing the distilled observations of two decades of working in the field of application, teaching and training in entrepreneurship with Ciputra corporation and Ciputra University.

Tanan’s motivation, he explained, is to: "Encourage collaboration with anyone interested in working together to develop educational empowerment solutions for women at risk. Not only for the women in Surabaya but also for all women at risk who work in red-districts all over the world. Around the world, we have thousands or even millions of women who are enforced to work in the red-district. For years they are "localized" in the
red-districts and alienated from the rest of the community. They need educational empowerment programs that can embrace their psychological and social condition, an empowerment that is patient enough to accommodate their difficulties and challenges. As they are our fellow human beings, it is our duty to share our care and thought for their future."

Tanan's empowerment program is clearly still very much a work in progress. Whilst there are good reasons for being guardedly optimistic about the potential of the program initial results are mixed. The conceptual design and implementation of the program show it to be well informed and grounded in sound principles. Watching Tanan and Hugo interact with the first batch of students in the program and hearing them talk about their passion for it cannot fail to inspire. These are not naïve or inexperienced romantics and they are all too aware of the challenges that these sort of initiatives face.

The scale and extent of the challenges become abundantly clear when talking with the women it is intended to empower. Most of the oscillate between a desire to believe in what they are being taught and to seize the opportunity to find a way out of the world of sex-work and a sense that it is all too hard for women in their position. Nevertheless, there is sufficient evidence of change and of growth in self-belief and personal capacity to be persuaded that Tanan, Hugo and their colleagues at Ciputra University are on the right path. If woman such as those in the Perempuan Harapan program are ever to be helped transition to running their own small businesses than clearly it will come through building confidence, capacity and social capital connections. Above all, it will come though empowering them to increasingly become agents of their
own destiny. In the words of Anik Sriwati (speaking to Santoso): "I am convinced, that so long as we are prepared to work for it, God will open the way."

It is not clear whether the women involved in this inaugural teaching program will be successful in re-inventing themselves to become micro-enterprise entrepreneurs. For many the burdens that they continue to carry, both in terms of financial debt and social obligation and in terms of habit and psychology, threaten to hold them back from achieving substantial change. What is much more clear, however, is that they have generally understood and internalized the material that they have been taught and see it as being applicable to becoming entrepreneurs. They all agreed that, to a greater or lesser extent, what they were learning was valuable and useful. More particularly, they had come to understand the '3Cs' - confidence, competence and connectivity - and felt that they had been helped develop in all three domains. They particularly valued the increased in confidence that they had experienced, although some continued to struggle more than others with confidence. All-in-all the 3C program appeared to be successful in achieving its aims and intentions with this inaugural class.

Tanan, the architect of the course, and Chef Hugo, one of the key practitioner-instructors, both spoke about areas in which they could see the course being improved and further developed. Nevertheless, the basic elements and philosophy of the program were shown to be sound and generally worked as intended. Moreover, it become clear to the researchers that these basic elements had broad, global applicability. For whilst the program was developed out of a very particular context it was based on insights gained over more than a decade of experience teaching entrepreneurship at Ciputra University. The process of distilling this insight into a program suited to students with limited prior formal education or relevant experience was clearly productive. The
result was a entrepreneurship teaching program well suited to the needs of not just these students from Surabaya's sex-work district but well-suited to students from a wide diversity of backgrounds and cultural contexts.

References


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