

31

# **International Development Institute**

## **Occasional Paper**

### **Bridging the Gender Gap:**

### **Entrepreneurship education and equitable economic development in Indonesia**

**Kent Schroeder, *Humber College***

**with:**

**Kathryn Lalonde - *Humber College***

**Stella Kaunang, Gracia Kelana, Loureine Sumual - *Universitas De La Salle***

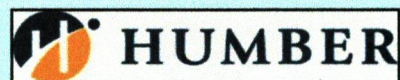
**Mardiana E. Fachry, Muhammad Andry Hidayatullah - *Universitas Hasanuddin***

**Ika Prayanthi, Rinny Rantung - *Universitas Klabat***

**Basri Basir, Agusdiwana Suarni - *Universitas Muhammadiyah Makassar***

**Anastasya Mandagi, Eunike Serhalawan, Vita Wotulo - *Universitas Negeri Manado***

**Emilia Gunawan, Dennij Mandeiij, James Massie, Eva Tangkere - *Universitas Sam Ratulangi***



**International Development Institute  
Humber College  
Toronto, ON, Canada**

**Bridging the Gender Gap:  
Entrepreneurship education and equitable  
economic development in Indonesia**

**June 2018**



**International Development Institute  
Humber College  
Toronto, ON, Canada**

## ACKNOWLEDGMENTS

Many people were instrumental in supporting the completion of this study. Thank you to Kristine Chen, Kate Chystoforova, Alisa Denisovna Kitkina, Clarisse Estebar, Katie Hunter, Kiana Shirzadi, Kayla Smockum and Reece Van Breda, all students in Humber's International Development degree program, who participated in a Research Roundtable that fleshed out the original research design for the study. None of the research would have been possible without the excellent translation provided by Maharida Azzahra in South Sulawesi and Rafael Sengkey in North Sulawesi. Asha Gervan and Sam Poli provided support through their management of the Sulawesi Economic Development Strategy (SEDS), the project upon which this study is based. Thank you as well to each of the SEDS partners – UNIKA, UNHAS, UNKLAB, UNISMU, UNIMA & UNSRAT – who enabled their faculty to take part in the research as a means to better support women entrepreneurs in the future. Finally, thank you to Applied Research and Innovation (ARI) at Humber College, who generously provided the funding to carry out the study.



funded project. Donors need to provide access to funding for such longer term impact studies or undertake them themselves with greater regularity. This is, again, not a new criticism, but one that this study provides further confirmation for its importance.

The third implication is related to the other two but is broader. This study demonstrated that despite solid quantitative data on the engagement of women during the SEDS project, larger cultural stereotypes around gender intruded and influenced the success of women entrepreneurs outside of the project's activities and timeframe. Such gender stereotypes emerging from culture are deeply held norms that require long term attention. Project-based development, even when it requires gender as a cross-cutting theme, will not address this on its own. At the same time, these gender stereotypes potentially hold back the larger success of these same projects. A broader, program-focused and donor-driven gender strategy is needed above the project level. Canada's new Feminist International Assistance Policy represents a potentially interesting experiment in addressing this need. Its success will require a country-based approach that is sensitive to differences in national and sub-national cultural values. It must further incorporate this cultural knowledge within all country-based projects as they strive to bridge the gender gap.

## **Conclusion**

Entrepreneurship education is a potentially powerful strategy to foster equitable economic growth in the Global South. This study has shown that in the case of Indonesia, however, providing equitable gender access to entrepreneurship education is not enough on its own. Bridging the gender gap requires a broader and longer term approach that attempts to de-construct deeply held gender stereotypes on the nature of entrepreneurial character. Indonesian universities, supported by Northern development partners and donors, can play a key role in this endeavor. By developing curricular and extra-curricular programming that explicitly foregrounds the capacity of both women and men to be equally successful in business, Indonesian universities can create a foundation that begins to develop and consolidate a gender-neutral understanding of entrepreneurial character among young

entrepreneurs. Doing so will provide a key component for promoting more equitable economic development in Indonesia in the future.