

Mobilizing University Students & Entrepreneurs to Combat Extreme Global Poverty

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NGOs Worldwide

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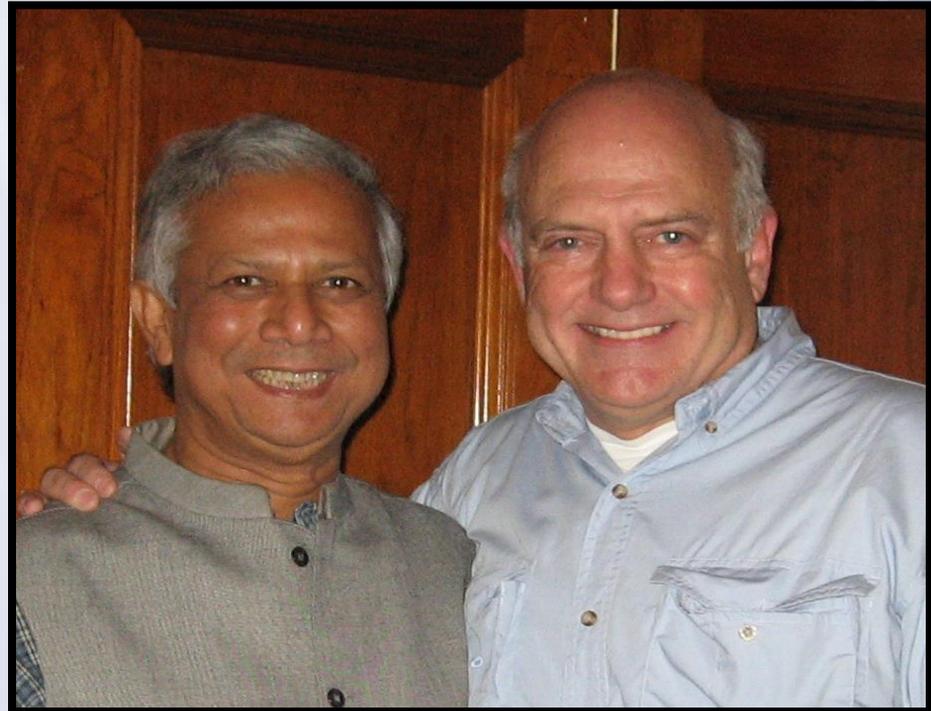
Action Research (AR) as a Learning Process for Integrating University Outreach

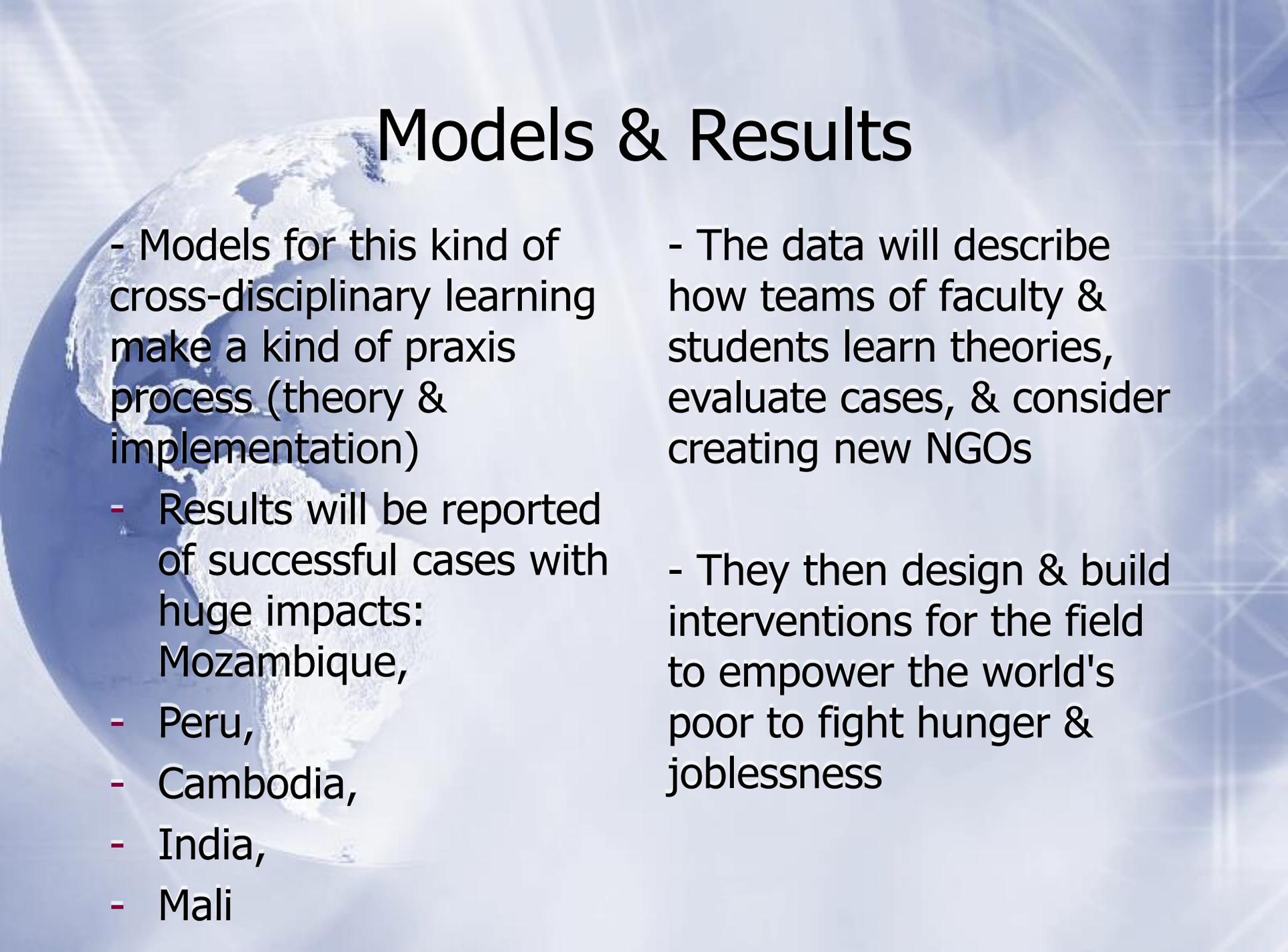
- ✧ AR can link social & business disciplines through radical interdisciplinary studies
- ✧ Draws on organizational development (OD) & other consulting tools
- ✧ AR uses highly effective methods that help MBA, MPA, & other students across campuses learn to use their knowledge in designing & implementing new NGOs
- ✧ Such innovations reduce human suffering in less developed nations: Social & economic impacts
- ✧ In turn, outside entrepreneurs & businesses join to engage with funding & business expertise in improving those societies

Acknowledgements -

Professors Muhammad Yunus/Warner Woodworth

- ❑ NGO partnerships
- ❑ Journal of Microfinance
- ❑ Collaborations in Bangladesh, Grameen America & WW's NGOs
- ❑ "Small is Really Beautiful"
- ❑ 10 books, over 100 articles
- ❑ BYU Ballard Center for Economic Self-Reliance
- ❑ Attended annual conferences, internships
- 11 years
- ❑ WW mentored Yunus' nephews at BYU
- ❑ We institutionalized long-term programs





Models & Results

- Models for this kind of cross-disciplinary learning make a kind of praxis process (theory & implementation)
- Results will be reported of successful cases with huge impacts:
 - Mozambique,
 - Peru,
 - Cambodia,
 - India,
 - Mali

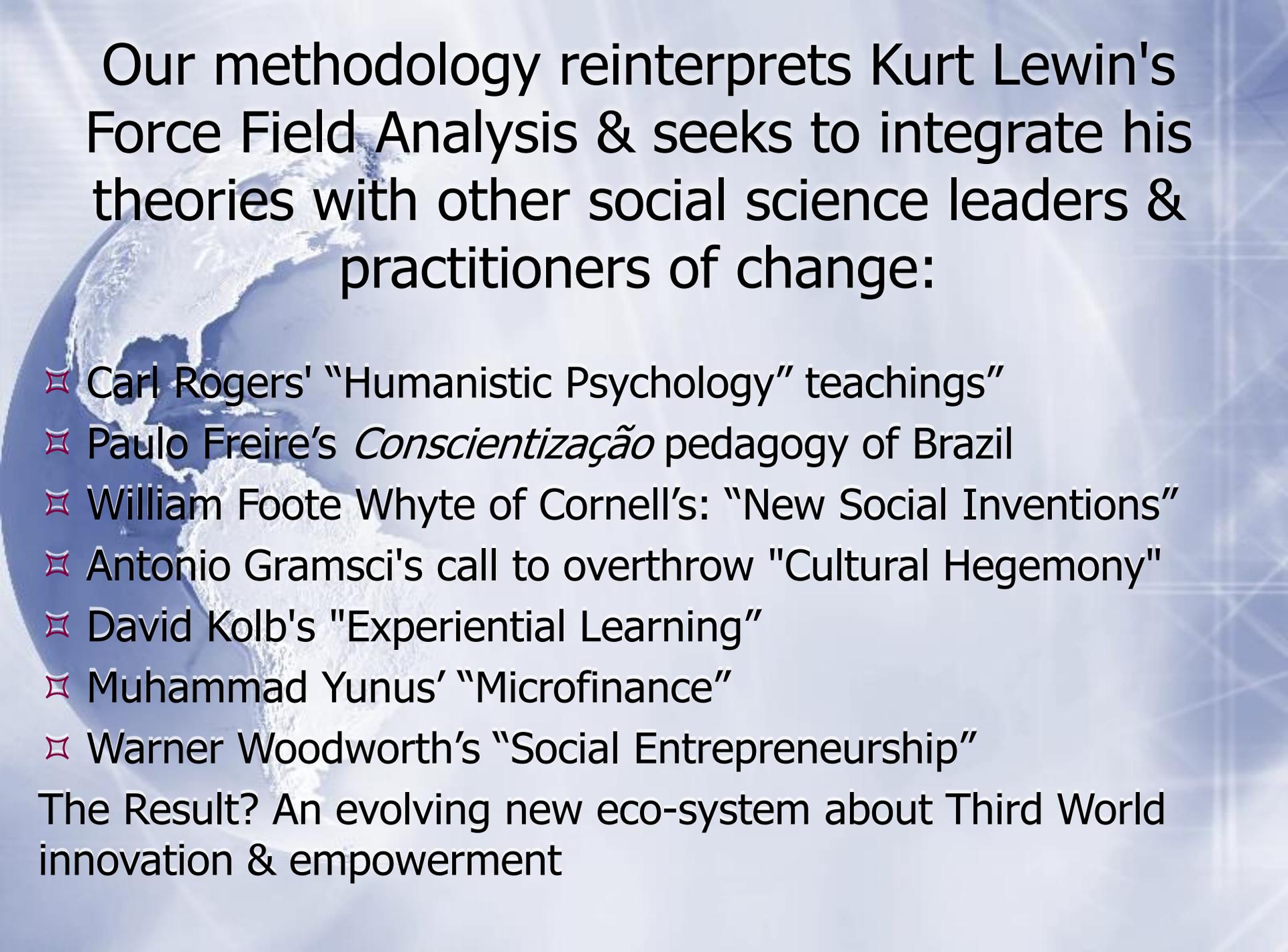
- The data will describe how teams of faculty & students learn theories, evaluate cases, & consider creating new NGOs
- They then design & build interventions for the field to empower the world's poor to fight hunger & joblessness

Course Example: OB 490 Becoming Global Change Agents/Social Entrepreneurs



Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has.

—Margaret Mead



Our methodology reinterprets Kurt Lewin's Force Field Analysis & seeks to integrate his theories with other social science leaders & practitioners of change:

- ✧ Carl Rogers' "Humanistic Psychology" teachings"
- ✧ Paulo Freire's *Conscientização* pedagogy of Brazil
- ✧ William Foote Whyte of Cornell's: "New Social Inventions"
- ✧ Antonio Gramsci's call to overthrow "Cultural Hegemony"
- ✧ David Kolb's "Experiential Learning"
- ✧ Muhammad Yunus' "Microfinance"
- ✧ Warner Woodworth's "Social Entrepreneurship"

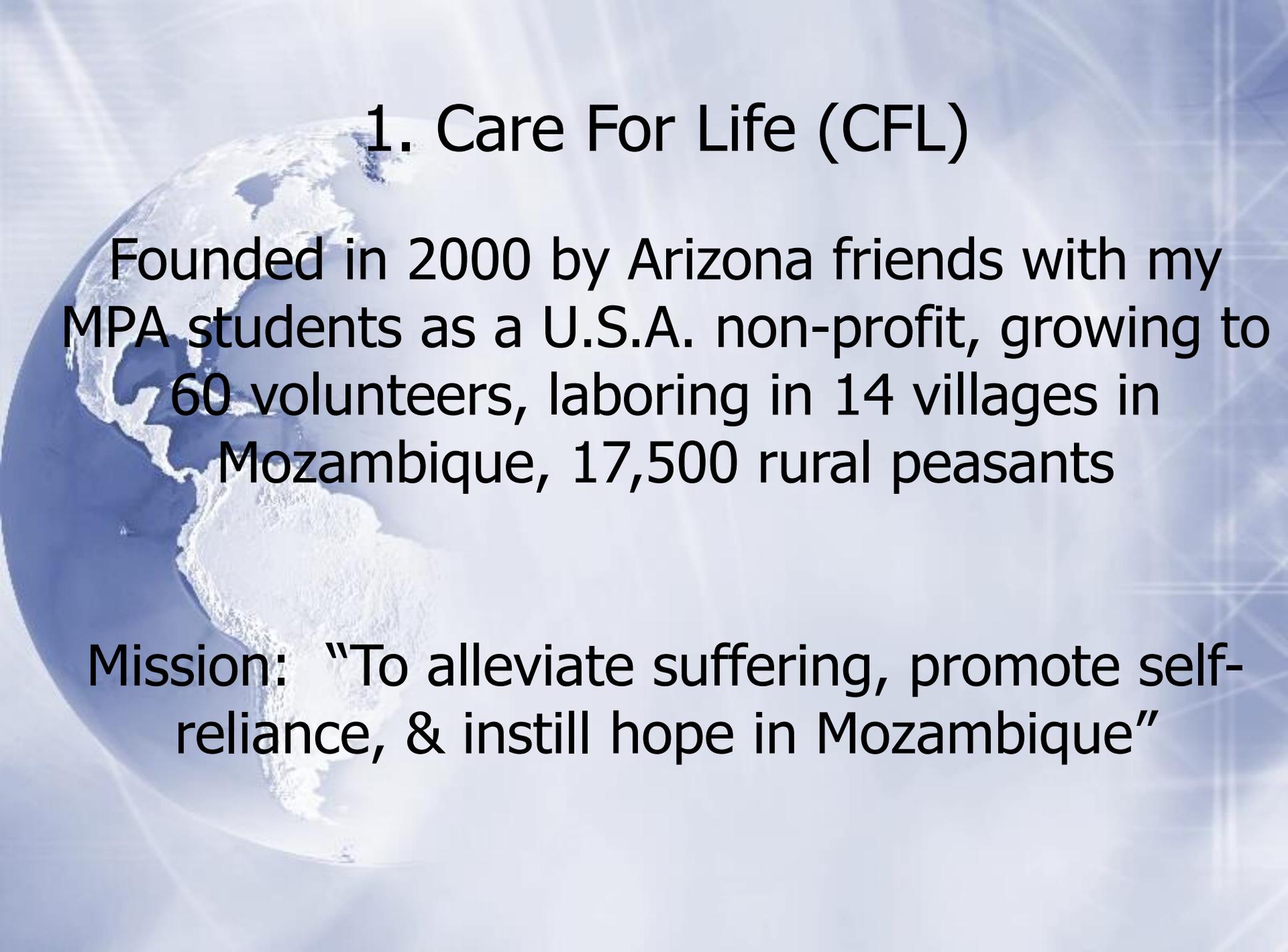
The Result? An evolving new eco-system about Third World innovation & empowerment

S.E. Cases of Social Ecology

- ✧ Care for Life: Mozambique
- ✧ Cambodia Jobs Fund & School: Cambodia
- ✧ Rising Star Outreach: India
- ✧ Ouelessebougou Alliance: Mali
- ✧ Eagle Condor: Peru

Total: 41 NGOs & projects in 62 nations with millions of clients & dollars annually

These narratives will suggest how we academics can mobilize students to change the world



1. Care For Life (CFL)

Founded in 2000 by Arizona friends with my MPA students as a U.S.A. non-profit, growing to 60 volunteers, laboring in 14 villages in Mozambique, 17,500 rural peasants

Mission: “To alleviate suffering, promote self-reliance, & instill hope in Mozambique”



Care
for Life



CFL, Headquarters Beira, Moz.



My MPA student from Brazil, Joao Bueno, & our SE course team designed the strategy

How? Family Preservation Program (FPP)



Data Results: Social & Economic Impacts

88% of families treat their drinking water

...which has reduced the occurrences of diarrhea & sickness.

89% of families sleep under a mosquito net

...reducing the incidences of malaria.

75% of families use a latrine

...which keeps them healthier so parents can provide for their families & children can go to school.

68% of adults can now read & do basic math

...so they can sign their names on documents & find employment (most making their own jobs).

...CFL Data Continued...

89% of children are attending school

...which gives them power & knowledge to make a better life.

4800 bags of cement earned as rewards

...so families can build improved latrines & stronger homes (pay for play)

1700 tests given for HIV/AIDS

...with referrals given to those who tested positive for free treatment.

45,000 children ages 9-14 taught AIDS prevention to empower them with knowledge to effectively prevent contracting the virus.



CFL Learning: Self-Organizing with Students Takes Multiple Interventions

Design:

- Project Mgt.
- Team-building
- Business Training
- Travel Plans
- Refugee Needs
- Conflict Mgt.
- Leadership & Managerial Competencies
- Client Country Culture
- Public Relations
- Fund-raising
- Microfinance
- Teaching English
- Volunteer Logistics

Third World Empowerment Ecosystems Deal with Many Factors



2. Cambodia Jobs Foundation

- ✧ The need: 80% of Cambodians live & work in the informal sector.
- ✧ CJF launched by some church friends who'd been missionaries there, plus a dozen BYU students such as my Org. Behavior student, Justin Oldroyd
- ✧ Challenge: How more employment plus create jobs that promise a better future?
- ✧ Students & Utah entrepreneurs came together for urban initiatives in Phnom Penh

CJF Headquarters, Exec. Dir.



- ❖ Academy for Business Creation
- ❖ Saving plan for participants
- ❖ Center for Education, IT jobs, etc.
- ❖ Business & English
- ❖ New enterprise start-ups
- ❖ 6 Family Financial Literacy lessons

Cambodia Jobs Foundation (CJF)

Training
microentrepreneurs
Advancing low interest
microcredit
Recycling the funds to
expand client base
Examples: Tire repair
shop & tools, jewelry-
making, vegetable &
animal production, etc.



Training CJF Managers 2018 Phnom Penh



CJF International School (Educates kids & the tuition gets revenues for more projects...Plus they produce handmade crafts, souvenirs, kids' backpacks, purses, etc.) to sell to tourists)



CJF Donor



V.I., my old MBA student who returned to Phnom Penh & rose to become CEO of Royal Cambodian Airlines

Learning from CJF: Values & Characteristics of Social Entrepreneurs

- ✧ Visions of Change
- ✧ Passion
- ✧ “If it ain’t broke, break it”
- ✧ Radical Steps
- ✧ Willingness to Experiment
- ✧ Positive Deviance
- ✧ Etc.

3. Rising Star Outreach India

RSO Operates in villages near Chennai

It serves lepers & their children

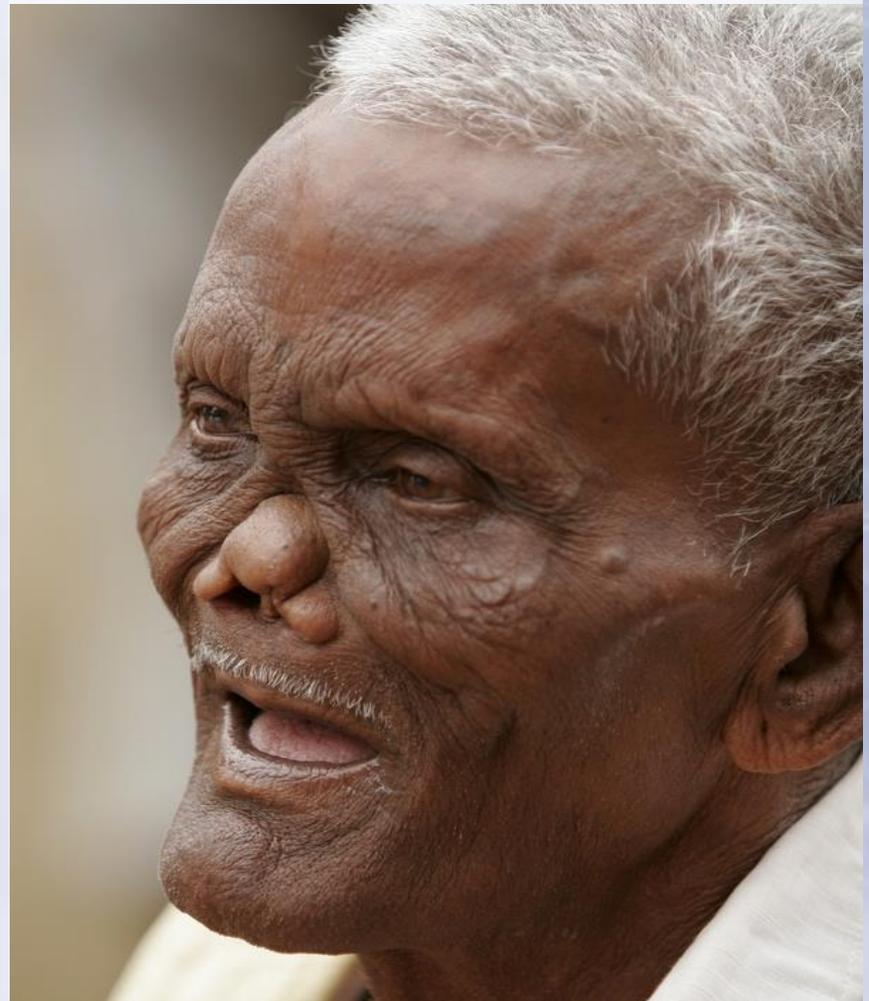
Provides medicine, education, resilience training, ethics & values, meals & health-care, microcredit



Becky Douglas (Saint Becky), founder with friends, my students like Sylvia Finlayson as Exec. Director at Rising Star



The Plight of Those who Suffer



RSO Leper Families: A 3 generation family received microcredit to buy cows & work towards self-reliance



- ❖ Grandmother suffered much
- ❖ Her daughter has mild leprosy
- ❖ Her grand daughter went to RSO school, is educated, goes to college in UK

Organizing Rural Microcredit Systems for Women & Their Leper Families



RSO Mgt:

Staff Training Mtg.



Dr. Sandra, RSO's
India NGO Pres.





India housing for children from the leper colonies where they are lovingly cared for, fed, & educated

School kids receive education, meals, healthcare & a college education in Europe



Ministering to Those Who Suffer

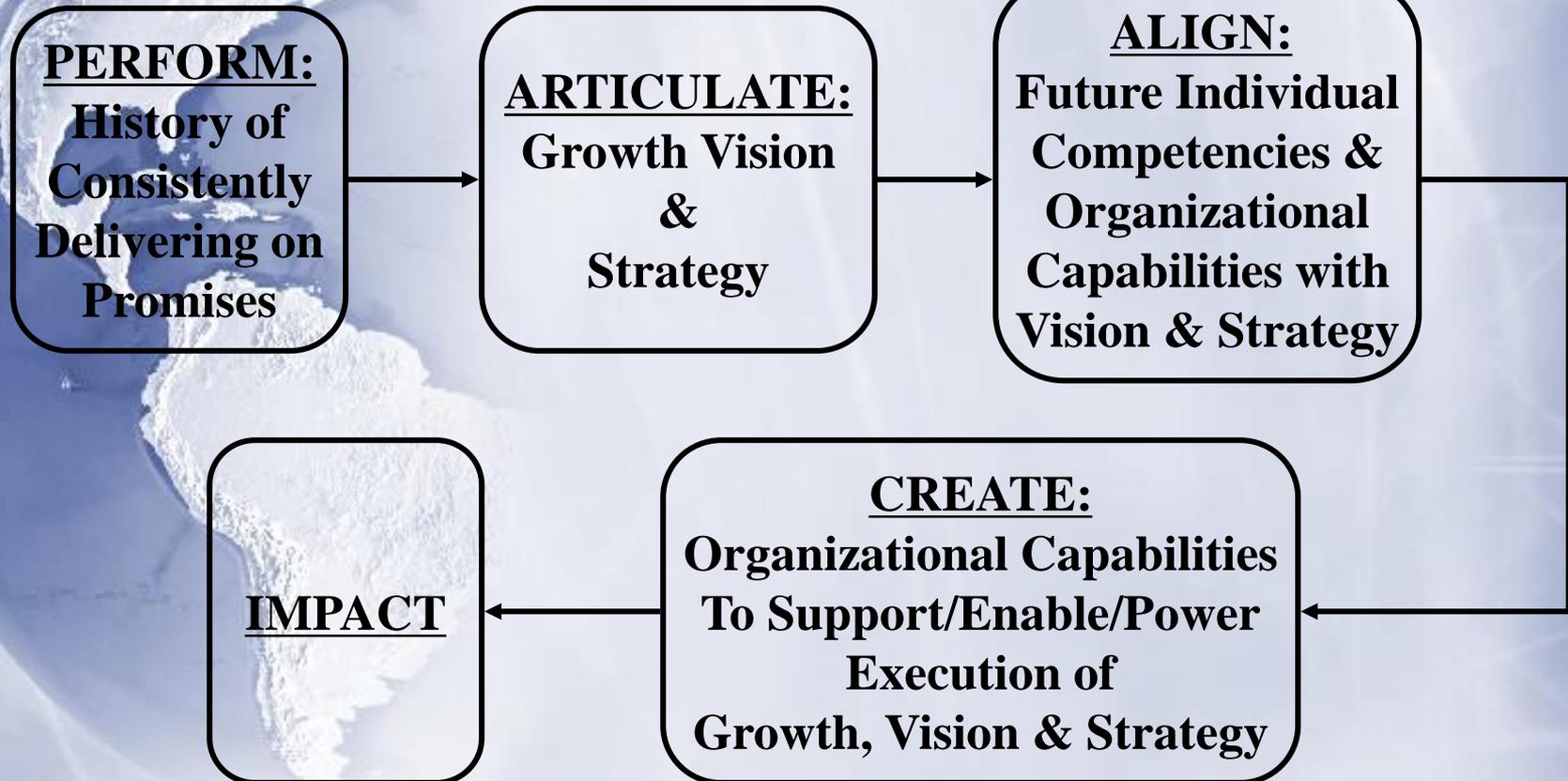


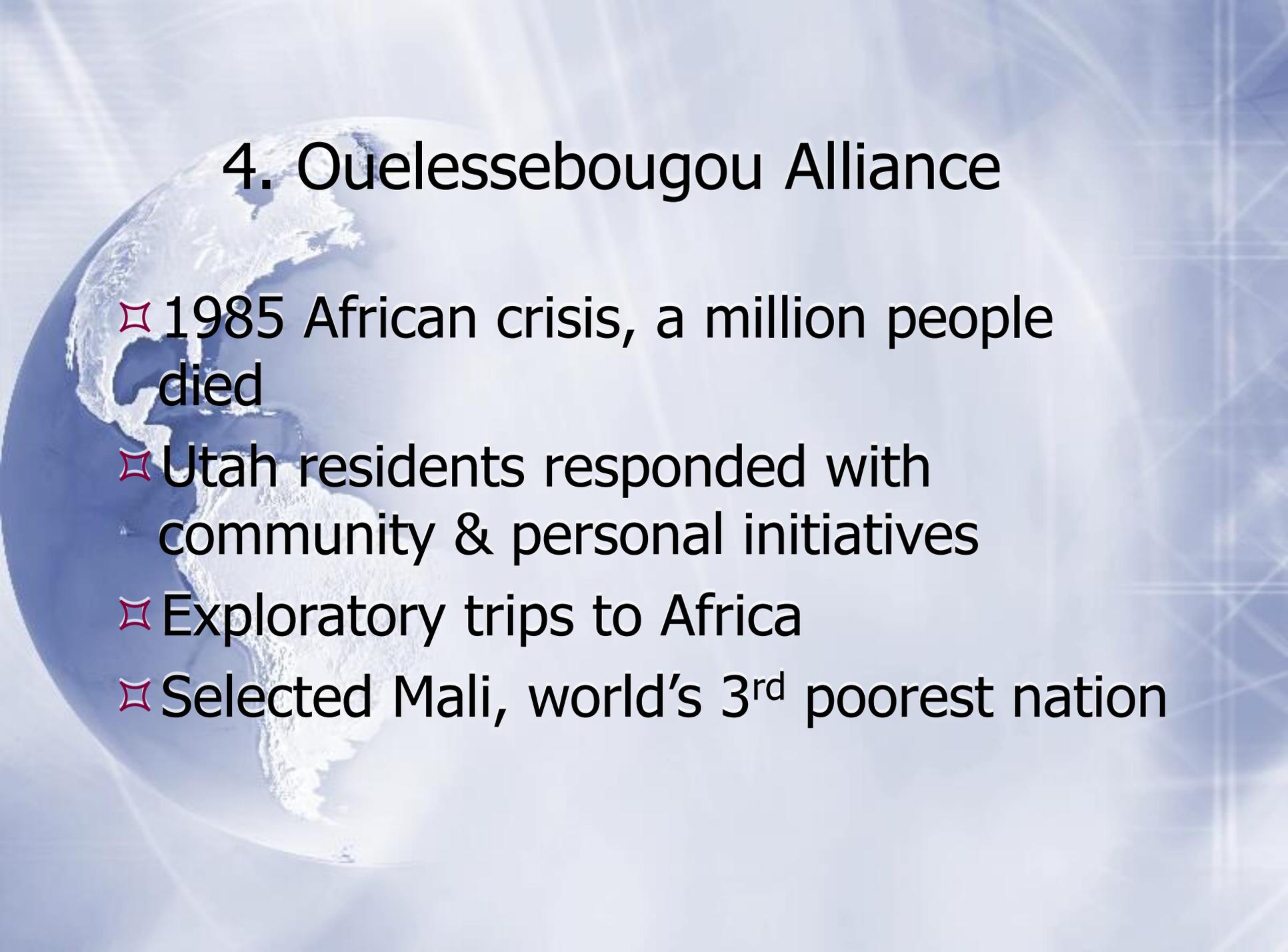
My U.S. family donates annually to fund Vijay so he can stay in school. So do 200+ friends

His parents & grandparents are lepers



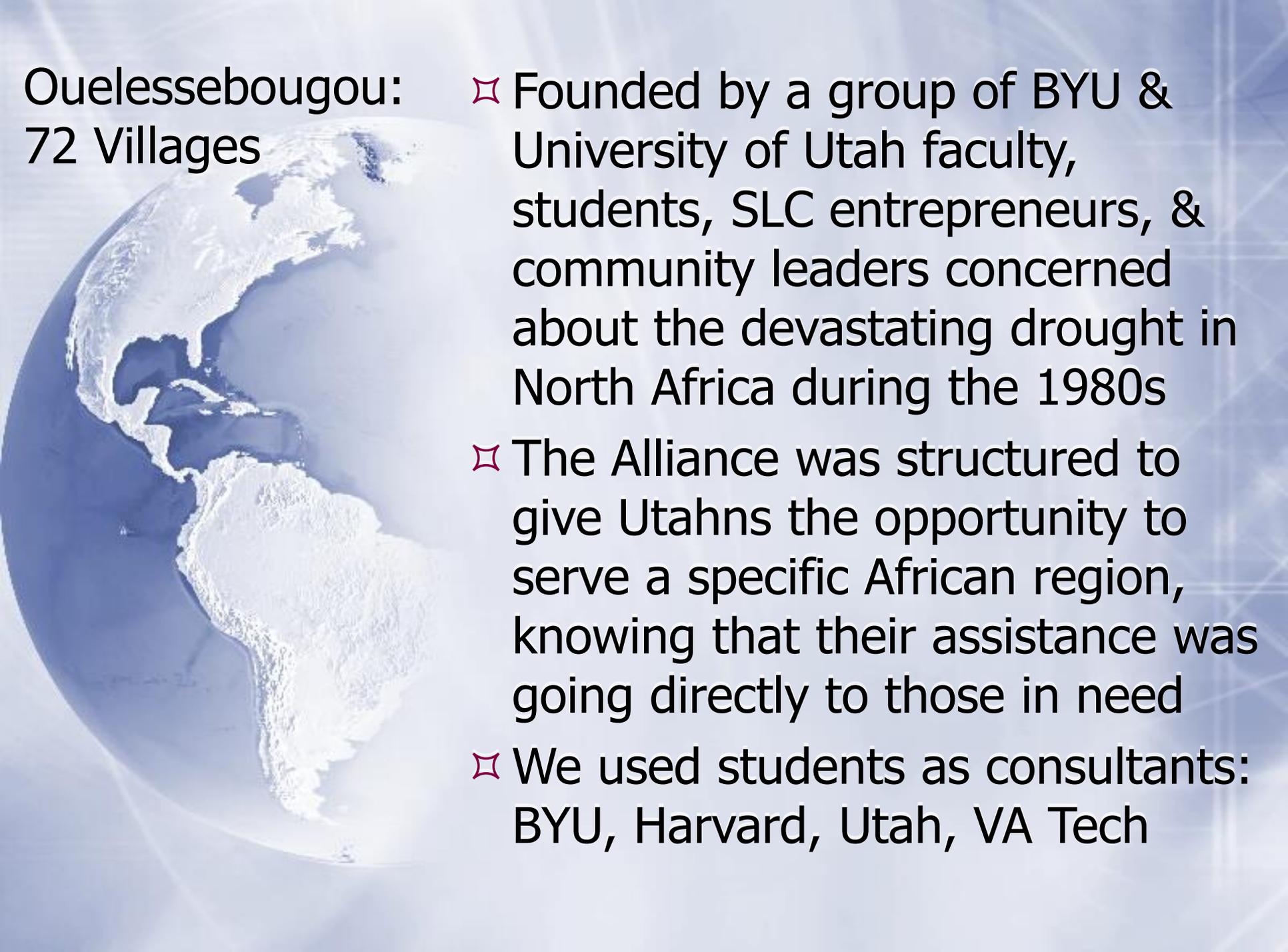
RSO Insights: Social Entrepreneurs Leverage Organizational Efforts





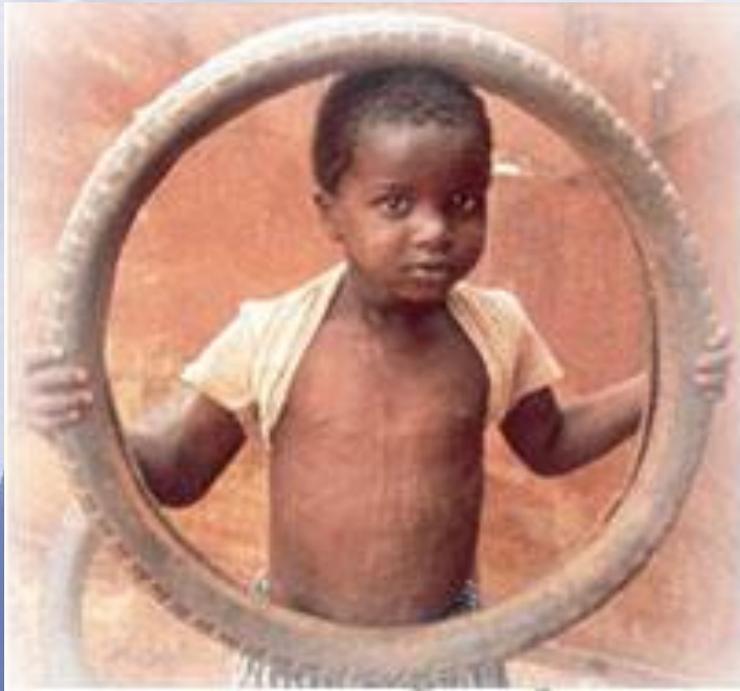
4. Ouelessebougou Alliance

- ✧ 1985 African crisis, a million people died
- ✧ Utah residents responded with community & personal initiatives
- ✧ Exploratory trips to Africa
- ✧ Selected Mali, world's 3rd poorest nation



Ouelessebougou: 72 Villages

- ✧ Founded by a group of BYU & University of Utah faculty, students, SLC entrepreneurs, & community leaders concerned about the devastating drought in North Africa during the 1980s
- ✧ The Alliance was structured to give Utahns the opportunity to serve a specific African region, knowing that their assistance was going directly to those in need
- ✧ We used students as consultants: BYU, Harvard, Utah, VA Tech



OA: Basic Rural Projects

Since 1985, the Alliance has worked cooperatively with villagers to:

- ✧ Dig drinking wells
- ✧ Foster rural agriculture
- ✧ Immunize children
- ✧ Train village health workers
- ✧ Build schools & train teachers
- ✧ Provide books & school supplies
- ✧ Make microfinance accessible to villagers



The goal of these projects is sustainable development – helping villagers become self-sufficient.

- ✧ Village chief: “We are not too old to learn. We are not too wise to learn. Every day the ear goes to school.”
- Bambara phrase

Social Entrepreneurs as Consultants

Seeking to Achieve Sustainable Competitive Advantage

SIX DISTINCT BUT INTERDEPENDENT ROLES

Role #1:
Acquiring
Knowledge

Role #2:
Applying
Knowledge

Role #3:
Creating
Knowledge

Role #4:
Sharing
Knowledge

Role #5:
Leveraging
Knowledge

Role #6:
Challenging
Knowledge

5. Eagle Condor Humanitarian (ECH) Peru

Ancient Inca Mythology: Eagle from the north uniting with the Condor of the south: Start-up 2003 in BYU MPA class

- ✧ Mission: Enrich family life, empower people, build self reliance
- ✧ Purposes:
 - ✧ Employment opportunities, raise standard of living
 - ✧ Humanitarian charity, make a difference
 - ✧ Perpetuating organization, improve lives of the poor
 - ✧ Focus on Peru: Urban Chiclayo w/population of 1 million & rural Sacred Valley of the Inca near Machu Picchu
 - ✧ Led by MPA student Jaime Figueroa of Lima

ECH Structure

- ✧ U.S. Board (22) SLC, Utah
 - ✧ 2 paid employees in U.S.
- ✧ Peru Board (6) Andes, ECH in Chiclayo, Peru
 - ✧ 4 paid employees, Northern, Peru
 - ✧ Several volunteers
- ✧ North America Expeditions
 - ✧ Humanitarian tour groups: pay own way, take donated goods-books, tools, clothes, medicine, computers, etc.
 - ✧ Provide labor & skills for building houses, schools, teaching, microentrepreneurship, stocking libraries, giving medical & dental services, square foot gardening, etc.



- ✧ Workshop 1a: Business idea generation & evaluation (9 hours)
- ✧ Workshop 1b: Strategies to help the business grow (6 hours)
- ✧ Workshop 2: How to design a business plan (9 hours)
- ✧ Consulting: Working with the participants to elaborate viable businesses plans. (One day a week during 5 weeks)
- ✧ Workshop 3 : How to obtain funding to implement the business plan (6 hours)
- ✧ Workshop 4 : Small Business Management (32 hours)
- ✧ Workshop 5 : New & existent small businesses startup & launching (15 hours)

ECH Clients



Microcredit loan recipient in her sewing shop in Chiclayo local market

Qué Servicios Ofrecemos?



Nuestros servicios están fundados sobre cuatro pilares para pequeños negocios exitosos.

Practical Impacts

Sr. Nelson Cardoza of Peru worked for years to try & feed his family & run a metal furniture shop. He heard about our microfinance program & applied to participate. After attending trainings, our BYU consultant helped him plans for expansion & receive a microloan. Things improved, he bought new equipment, the business grew, profits rose 30%, & he hired 3 employees from his community.



ECH Reunion a Week Ago

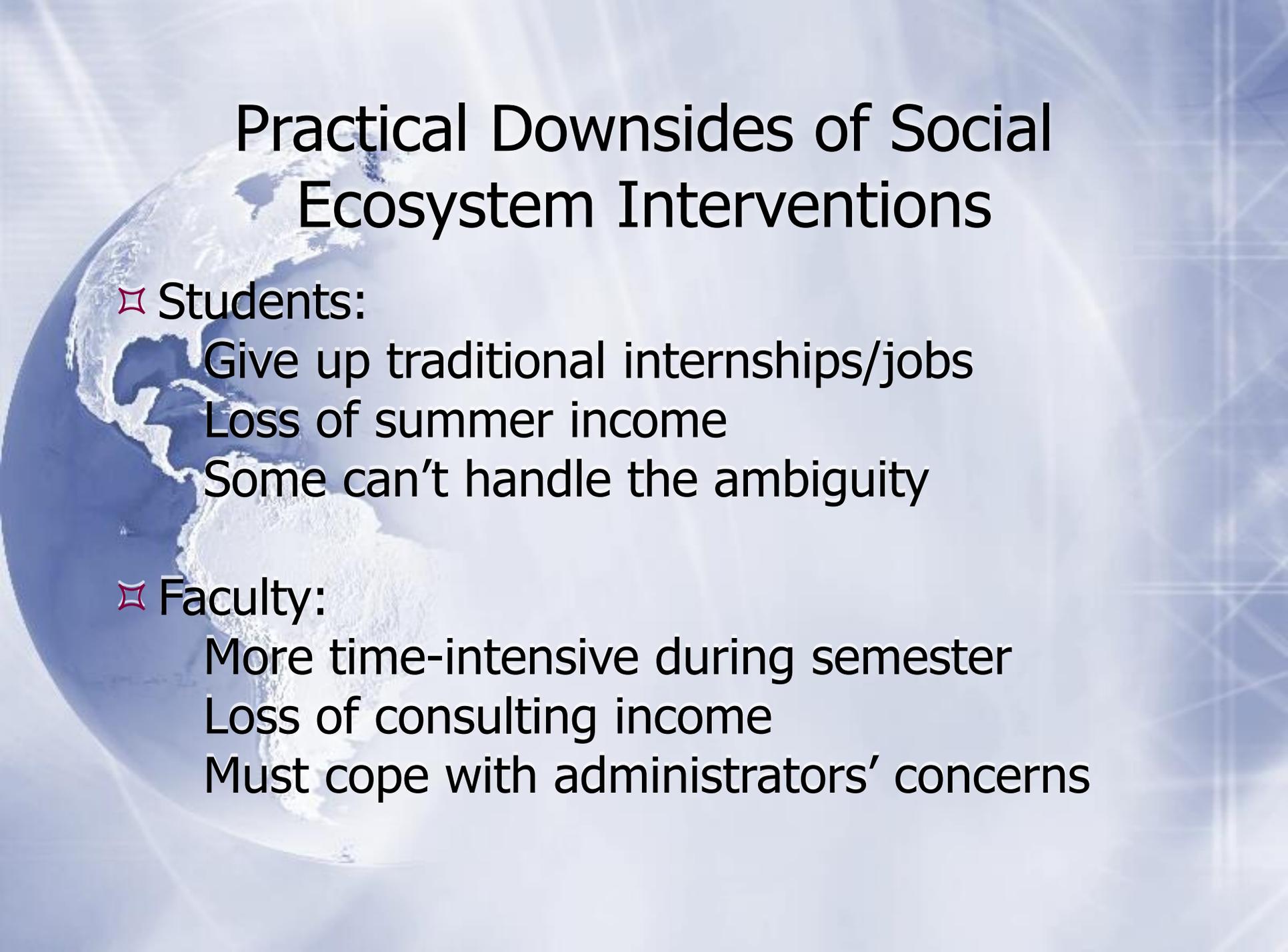
Pedro, Terri, young
staffers, etc.

❖ Old founders,
young new staff,
Peruvians & USA
managers, board,
donors, expedition
families, future
participants



ECH in my MPA Course, NGO Mgt. Used Action-based Learning Methods

- ✧ Traditional S.E. readings as foundation
- ✧ Application to real world projects
- ✧ Tests, class participation as usual
- ✧ Research an S.E. for bio report
- ✧ S.E. consulting project: Either evaluate an existing NGO, or start new project
- ✧ Hands-on consulting
- ✧ BYU as NGO incubator



Practical Downsides of Social Ecosystem Interventions

✧ Students:

- Give up traditional internships/jobs

- Loss of summer income

- Some can't handle the ambiguity

✧ Faculty:

- More time-intensive during semester

- Loss of consulting income

- Must cope with administrators' concerns



Non scholae sed vitae discimus.

(We learn not for school,
but for life.) - Seneca

Bottom Line for Me?

- ✧ Collaboration between students & faculty can be extremely fulfilling
- ✧ Business schools may use S.E. as a new source of academic energy & social innovation
- ✧ Students stretch & grow by having a life-changing experience among the world's poor
- ✧ Action-based learning is powerful
- ✧ Universities may expand their purposes, not only for building theory, but also for doing good

“Make it your quest
to find and fulfill
your informal calling
in life.”

-Warner Woodworth to 40
years of teaching students



Fostering the Process of Social Ecology

- ✧ These university-launched NGOs grow from a mix of radical methodologies including social inventions, rejecting powerlessness & cultural hegemony, using humanistic psych, consciousness-building, action research through experiential education, social entrepreneurial microlending, etc.



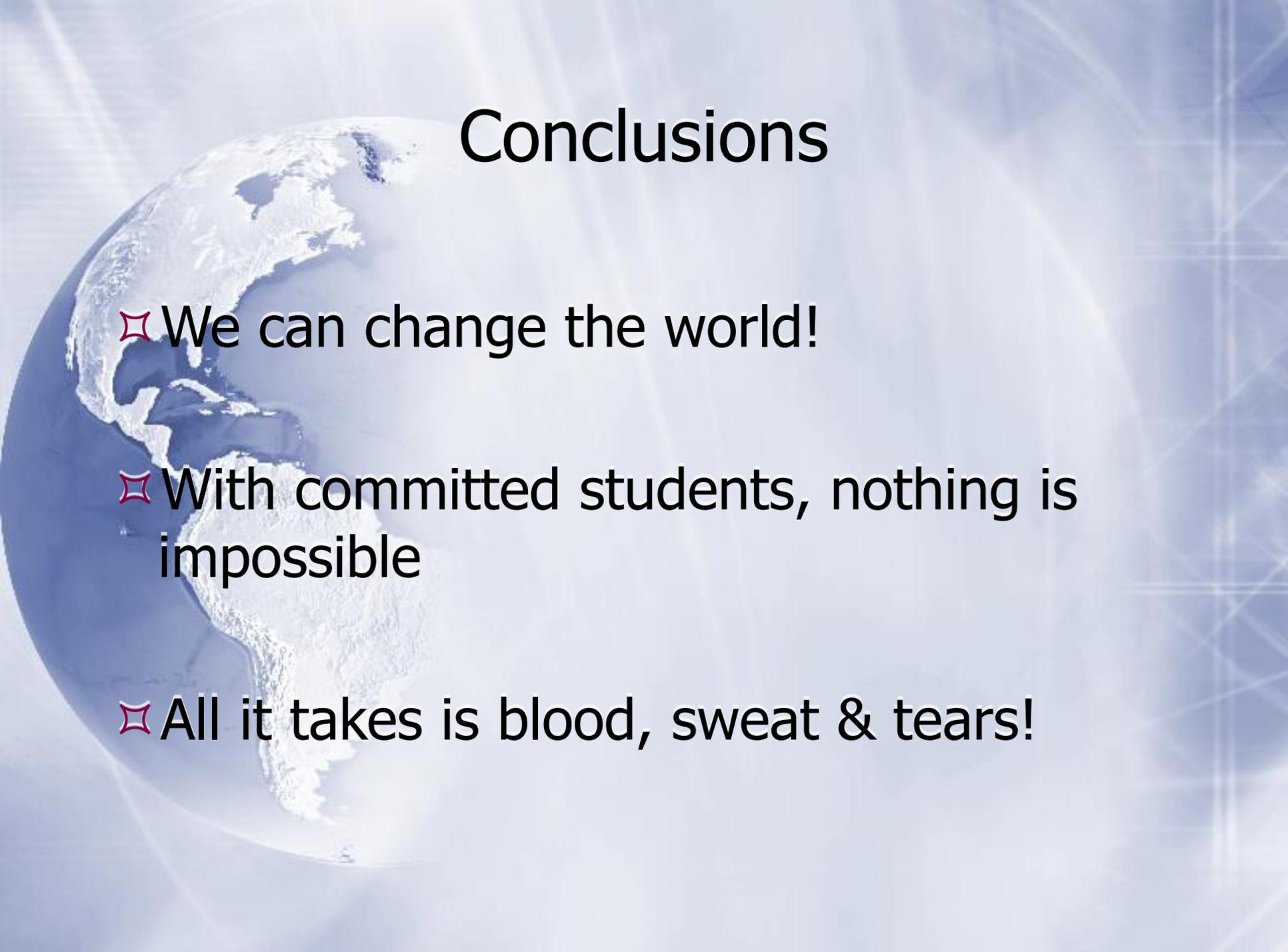
IMAGIN-I-ZATION!

Explore
Dream

Present
State



Ideal
State



Conclusions

- ✧ We can change the world!
- ✧ With committed students, nothing is impossible
- ✧ All it takes is blood, sweat & tears!



Thank You!

Q & A?

Two emails:

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Or:

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