

BRIDGES

A L U M N I M A G A Z I N E



contents

- 2 We Have a Lot to Learn from Development
- 8 The Academy's Potential in International Development: Dogmatic Purity versus Ecumenical Salad Bowl
- 10 Making the Connection: Working with Practitioners
- 12 Notes on International Development at BYU
- 14 Save the World
- 16 At the Center
- 18 Development: The Importance of Religion and Activism
- 19 A Push Toward Collaboration
- 21 Working Together for Sustainable Development
- 22 Avoiding the Santa Claus Mentality
- 24 Gardening for \$\$\$
- 25 The Locals Know Best
- 28 Being Part of the Change—An Interview with Amini Kajunju

DAVID M. KENNEDY CENTER FOR INTERNATIONAL STUDIES
BRIGHAM YOUNG UNIVERSITY

An expression of research, opinions, and interests for the internationally involved.

PUBLISHER

Jeffrey F. Ringer

MANAGING EDITOR

Cory W. Leonard

EDITOR

J. Lee Simons

ASSISTANT EDITORS

Linne E. Marsh

Paige Ellsworth

DESIGNER

Robert H. Boden

ASSISTANT DESIGNER

Kristi Kirisberg

Published by the David M. Kennedy Center for International Studies, Brigham Young University, Provo, Utah. Copyright 2008 by Brigham Young University. All rights reserved. All communications should be sent to *Bridges*, 237 HRCB, Brigham Young University, Provo, Utah 84602. Phone: (801) 422-2652 E-mail: kcpublications@byu.edu Web: <http://kennedy.byu.edu>

We Have a Lot to Learn from Development

Jan R. Van Orman, assistant international vice president, BYU

I remember there was a great celebration when the San Pedro Fishermen's Cooperative¹ received its license from the Department of Commerce. They hadn't asked for a fish and surely didn't need me to teach them how to fish. They simply needed the small grant I arranged to buy some nets, motors, and refrigeration equipment. Then they could leverage a bank loan and get serious about marketing.

I've spent my life studying and lecturing on international development and working with respected international development agencies—from the lofty World Bank to the personable Mennonite Central Committee. Years on the ground in slums and hinterlands have taught me how to help people who are improving their lives and making their societies work

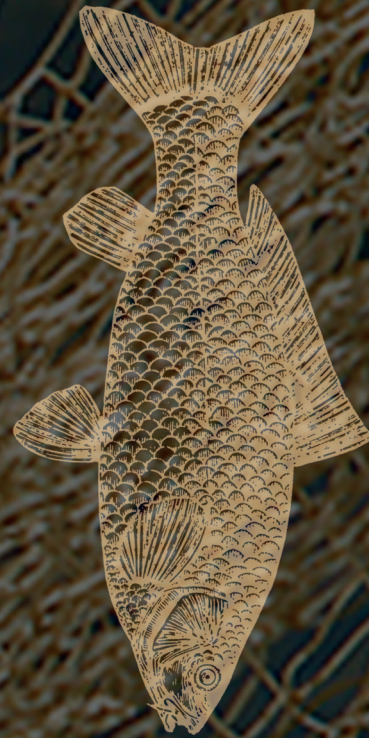
better—people like the San Pedro fishermen. I've come to understand how society works and become close to so many interesting people from different backgrounds. It's been a worthwhile and very gratifying career. Many students have asked me how they can prepare for such an occupation.

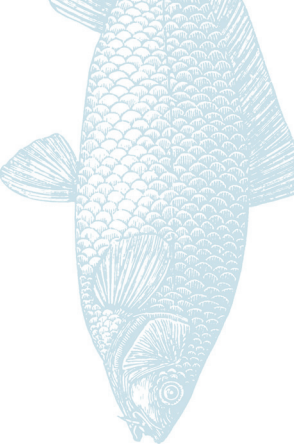
BYU would seem to be the ideal place to address the gripping challenges of today's world—grounded in educating the heart with the mind and in applying knowledge to eternal principles. We have students in many fields of study who are interested in working and serving abroad. Our students truly are remarkable—77 percent confidently speak a foreign language and almost half have lived overseas (nearly 15,000 people!). Their exposure to the world has brought awareness of culture, a love of people, and a comfort in moving around

the globe that enflames their desire to be out in the world contributing. Students join international study programs in impressive numbers, volunteer in community service, work with NGOs, and pursue international careers. Feeling blessed, BYU students are seeking a good cause in which to be engaged. The question is:

Where do our students learn *how* to work broadly and effectively in an international context? How well is BYU preparing the future generation to do better than we have done at solving our world's thorny problems?

"I feel like I'm hiding behind my principles and theories," Liz told me a couple





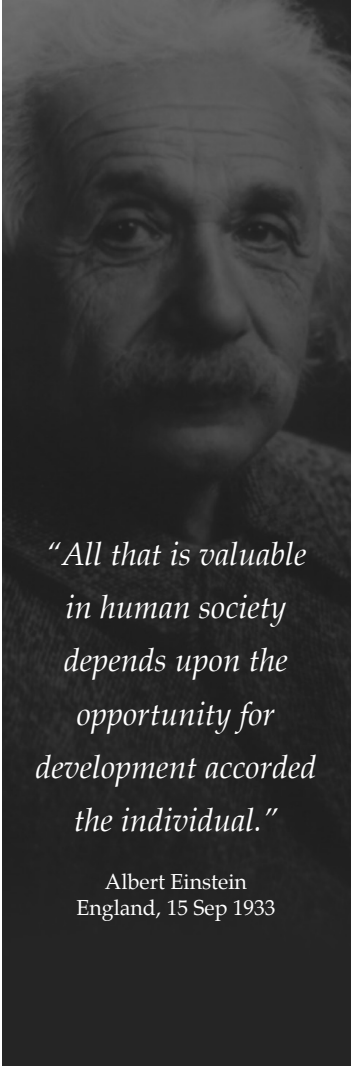
*"It isn't always serious, the fun side, the personal side of travel never goes away. . . . I can still learn from the individual connection. There isn't a separation of who I am as a **professional** and who I am as a **person**. Those walls are lowered."*

"International Field Studies: A Foundation for a Career in Development," 16 Nov 2007, Daniel H. Nelson, international program coordinator, Maxwell School of Citizenship and Public Affairs, Syracuse University

14,000


Each day, 14,000 people become infected with the HIV virus. Half of them are between the ages of 15 and 24.

(<http://digitalmedia.worldbank.org/tenthings/en/2.php>)



"All that is valuable in human society depends upon the opportunity for development accorded the individual."

Albert Einstein
England, 15 Sep 1933



wrote that my international development class had helped her decide to serve a mission. She wrote from a struggling Eastern European country that, while sitting in sacrament meeting watching the missionaries conduct the meeting, lead the singing, and then give the sermons, she thought, "I don't think we're teaching the people to be self-sufficient." It reminded her of discussions we had had in class. It was an "aha" moment. I'm confident this sister made a great contribution on her mission because she had learned the correct principle of ". . . teach(ing) them correct principles, and they govern themselves."²

A respected senior BYU professor also wrote me

while he was on leave serving a humanitarian mission. He was perplexed: "Many humanitarian projects that aim for increased self-reliance (as ours do) often don't produce real results. The most effective thing we can do is fairly well addressed in the humanitarian guide . . . but there is something paradoxical in the actual practice. We rarely have the cultural, organizational, financial, and political background to determine when community organizations, NGOs, hospitals and clinics, and schools are really effective." And so I ponder, where do we teach how cultural, organizational, financial, and political forces work together?

International development addresses the pertinent matters of lifting the poor, strengthening emerging nations, achieving peace and justice, and making global society a better place. These broad issues will dominate our students' world and that of their children.

They are real issues—BYU students care about them. I have seen firsthand the disappointing results of decades of development endeavor modeled on popular paradigms of economic, political, and social science. While the paradigms offer good theory, in many applications they haven't produced great results. Traditional academic theory—what we teach—does not adequately grasp the fullness of complex, evolving socioeconomic problems. To really understand and influence the world, today's students need both multidisciplinary study and relevant application of its principles.

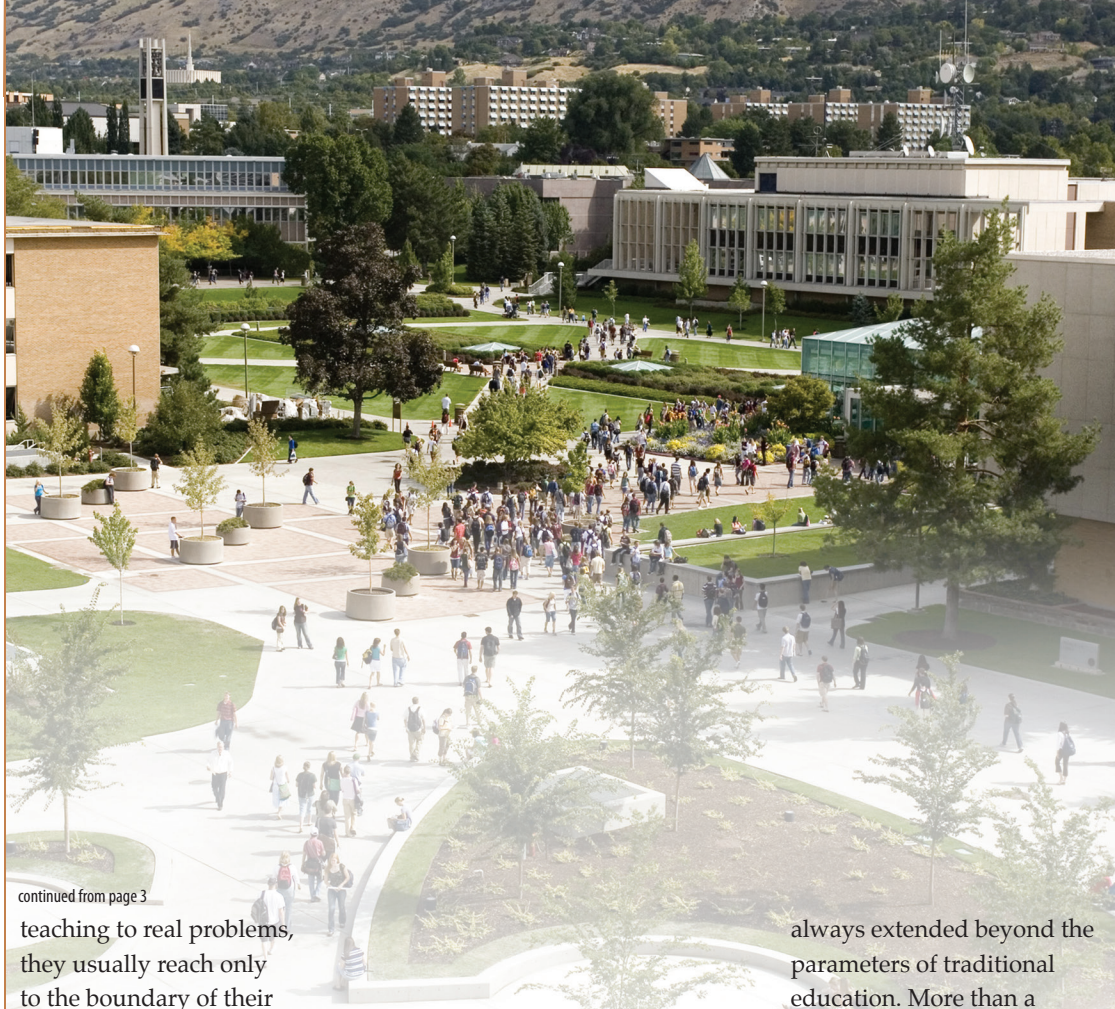
Great universities, like BYU, provide a strong academic foundation—the "science" and traditions of intellectual fields. However, while faculties see their disciplines in global context and professors apply their

continued on page 4

of weeks ago, with a good bit of feeling. I've heard this many times before—often from BYU's best and brightest.

Liz continued, "I learn principles in class that change my perspective and make me excited to do something good in the world. But I have no idea how to put them into practice. I want to help somebody, but I don't know *how* to help." It's an earnest, unfulfilled, righteous desire. It's the kind of desire that ought to motivate our students' academic pursuit and learning.

I was delighted to hear from another student who



continued from page 3

teaching to real problems, they usually reach only to the boundary of their profession. By definition, discipline-based education is constrained. In reality, most professions these days, including academic research, are conducted in multidisciplinary teams.

Faculty at BYU carry too heavy a load to spend much time outside their explicit teaching assignments and personalized research priorities. Many would like to reach farther. I see a twofold solution: social science courses that deepen comparative and multidisciplinary investigation, and professors who bring more practical experience into the classroom.

BYU's curriculum is not structured for multidisciplinary study. With its charge to be an excellent undergraduate university, BYU has taken a classical approach to

teaching. This, along with resource limitations, has convinced some that there is no room for multidisciplinary studies. The good foundation we provide in traditional social science prepares our students for top-flight graduate schools—a great benefit for young scholars who go into academic professions. However, most of our graduates in the “soft” sciences won’t be academics. They will be dealing with life’s complex challenges and trying to make their communities better. The world is fast changing and BYU’s mission has

always extended beyond the parameters of traditional education. More than a school of knowledge, BYU is a wellspring and foundation for expansive learning—seeking “to assist individuals in their quest for perfection and eternal life.”³ That’s a pretty broad and pragmatic course of study.

I am sympathetic to the argument that a multidisciplinary subject like international development may be taught best at the graduate level. And in all honesty, development is quite likely a “practice” more than an academic field, but that is exactly my point! Learning that enhances students’ lives and blesses their righteous pursuits is *the objective* of a BYU education. It’s what I want to teach. It



“Like slavery and apartheid, poverty is not natural. It is man-made and it can be overcome and eradicated. . . . And overcoming poverty is not a gesture of charity. It is an act of justice. . . . Sometimes it falls upon a generation to be great. You can be that great generation. Let your greatness blossom.”

NELSON MANDELA
ENGLAND, 3 FEB 2005

calls for more than teaching discipline and vocation. Today’s world requires a breadth of knowledge and circumspection that can only come from inter- and intra-disciplinary discourse.

For example, when the “tragedy of the commons” or “law of unintended consequences”⁴ is taught in any social field, it becomes obvious that you cannot resolve today’s issues without applying the reason of ethics, philosophy, and jurisprudence to theorems of economics, politics, and sociology.

Without cross-examination of social issues, you can never comprehend why foreign aid and humanitarian efforts consistently fail to produce expected results—nor can you learn how to apply your academic learning. Today it is necessary to relate coursework to media events for students to understand how their learning fits their world. It is necessary for students to study cases of current problems and to experience the application of their learning in real situations. Understanding and acting upon complex realities is essential for each one of us who wishes to make a difference. It is the training sought by upper classmates like Liz, by future missionaries, and by professors who are also leaders.

This leads students and teachers to the test of ideas. The Church Educational System has recently changed its manner of teaching to engage students in deriving principles from scripture stories that they then apply to their personal lives. Their mantra is: “teach people, not lessons.” This is why at BYU, in

addition to multi-disciplined instruction, students need experience-based learning. Only then will they gain personal confidence and functional skills.

Some BYU departments sponsor international study programs believing that they make better graduates. They usually do! Some departments require practicum, capstone projects, or internships, but not enough programs and professors provide “field” studies or incorporate what students have already experienced in their missions, volunteer service, and international travel into the academic exercise. This is a vast, rich fount of

learning that we need to better integrate into the curriculum and student experience. It is BYU’s unparalleled comparative advantage.

Students want to know how to put learning to practice. In addition to qualifying for a worthwhile career, our young scholars want to feel the gratification of plying their knowledge in their community and world—like I have been able to do. The Church needs them to understand how to lift people into self-reliance so they will be effective

elders quorum
and Relief
Society
presidents.
BYU is,

“International experiences provide a unique and powerful opportunity for our **personal and spiritual** growth. The more I have been abroad, the more I have felt like the questions are big, and the answers need to be locally based. We need to be very careful, as we serve, to not make things worse.

I do believe one person can make a difference.”

“Personal Growth through International Experiences,” 9 Nov 2007, Stacey Shaw, MSW

in many ways, a training ground for the next generation of bishops, as well as for government, civic, and business leaders.

During my eight years at BYU, I have witnessed a protracted conversation over the place of international development in the formal curriculum. The introduction to international development course sponsored by the Kennedy Center has proven consistently popular and persistently difficult to staff.

It is difficult to find professors who are available to teach

continued on page 6



Conversations with 60,000 poor people in 60 countries, as well as our day-to-day work, have taught us that poverty is about more than inadequate income. It is also about lack of fundamental freedom of action, choice, and opportunity.

(<http://digitalmedia.worldbank.org/tenthings/en/2.php>)

continued from page 5

multidisciplinary courses because of the demands of core curriculum. And we have not, in general, hired professors with experience in international development—the subject doesn't fit comfortably within our established academic divisions. While there isn't funding for new programs, this matter is not constrained only by resources. Our current educational structure is bound by the way faculties conceptualize their disciplines and establish degree requirements. There are other ways to organize the instruction. I don't



believe that securing a strong academic foundation—as we should, and do—precludes building contemporary new structures upon that foundation.

We have learned in development practice that the answer to scarcity is sometimes found in counting and distributing the beans more carefully. And we have also discovered that greater results often come from a strategy of growing more beans, or introducing a new variety. BYU will always exercise great responsibility and restraint in managing its blessed resources. But vision, desire, and creativity can lead to “plowing our bean field” differently.

Last semester the BYU curriculum committee

approved an international development “minor” to be sponsored by the Kennedy Center. Students draw eighteen credits from forty-two courses offered by fifteen departments. It will take some experience and serious coordination among departments to focus and strengthen this course of study. Nevertheless, there are over fifty students in the introduction to international development course this semester, and others were turned away for lack of seats. Over thirty faculty members comprise the development “committee of the whole.” It is exciting to see strong student and faculty interest in this critical field.

So it appears to be time to get serious about teaching

development. There is so much to learn. We are beginning to engage this topic better, and I see meaningful ways that BYU can do more; that is, offer students greater exposure to vital issues that concern so many of them and broaden their preparation for a worthwhile and gratifying life.

1. Departments and faculty can offer more comparative and multidisciplinary instruction within their courses of study. They can engage faculty from related fields in lecturing, seminars, and forums within their departments. With better planning, they can integrate the outstanding visiting

lecturers brought to campus into more departmental seminars, classroom discussions, and course assignments. Departments might collaborate more in sponsoring studies of the nexus where social sciences converge, and where they intersect with the professional arts.

2. University support and funding can increase for faculty mentoring of students in international and multidisciplinary projects. ORCA and other grants should give higher priority to cross-discipline projects and research (since these projects don't have influential departmental sponsors). It would not be difficult to increase donor contributions to expand this work.

3. I would like to see emphasis placed on hiring

professors who have practice in the venues and professions that apply social science. Professors should be encouraged to take students on their travels and involve students in their research. We have a good foundation here.

4. Departments can increase their involvement within the local and broader community, following the example of the College of Education's work in local schools, Humanities Spanish resource center, MFSS's Washington, D.C. Seminar, and the Kennedy Center's Intercultural Outreach program.

5. Increase dialogue among college departments and with the Kennedy Center to create greater synergy in international degree



Corruption is the single largest obstacle to development. It increases wealth for the few at the expense of society as a whole, leaving the poor suffering the harshest consequences by taking public resources away from those who need them most.

(<http://digitalmedia.worldbank.org/tenthings/en/2.php>)

programs, research, lecturers, and outreach.

There is a point in liberal education where the study of man's meanderings must be grounded. Like electricity, it energizes and illuminates only when it flows to ground. Until you know what to do with knowledge—how it works—you don't know much. Until our students experiment with applying

their talents and skills to the broader reality, they are insecure with their place in the world. In this sense, real learning comes only with cross-fertilization, experimentation, and critique. If I understand correctly, this is why mortality exists. 🌍

NOTES

1. Belize, Central America, 1983.
2. Joseph Smith, *Millennial Star*, vol. 13, p. 339
3. Brigham Young University Mission Statement
4. Both the Tragedy of the Commons and Law of Unintended Consequences articulate fundamental social dilemmas of our day. The tragedy is that finite resources inherently precipitate conflict between individual interests and the common good (consider national budgetary priorities and the debate over environmental preservation). Unintended consequences observe that any external intervention changes the elements of a situation yielding it impossible to predict all outcomes (thus, well meaning social welfare programs often breed dependency and the "invisible hand" of economics creates both wealth and poverty). These two axioms have deep roots in intellectual thought and are increasingly relevant to the study of social theory.



The Academy's Potential in International Development: Dogmatic Purity versus Ecumenical Salad Bowl

Ralph B. Brown, coordinator, International Development minor; professor of sociology, BYU

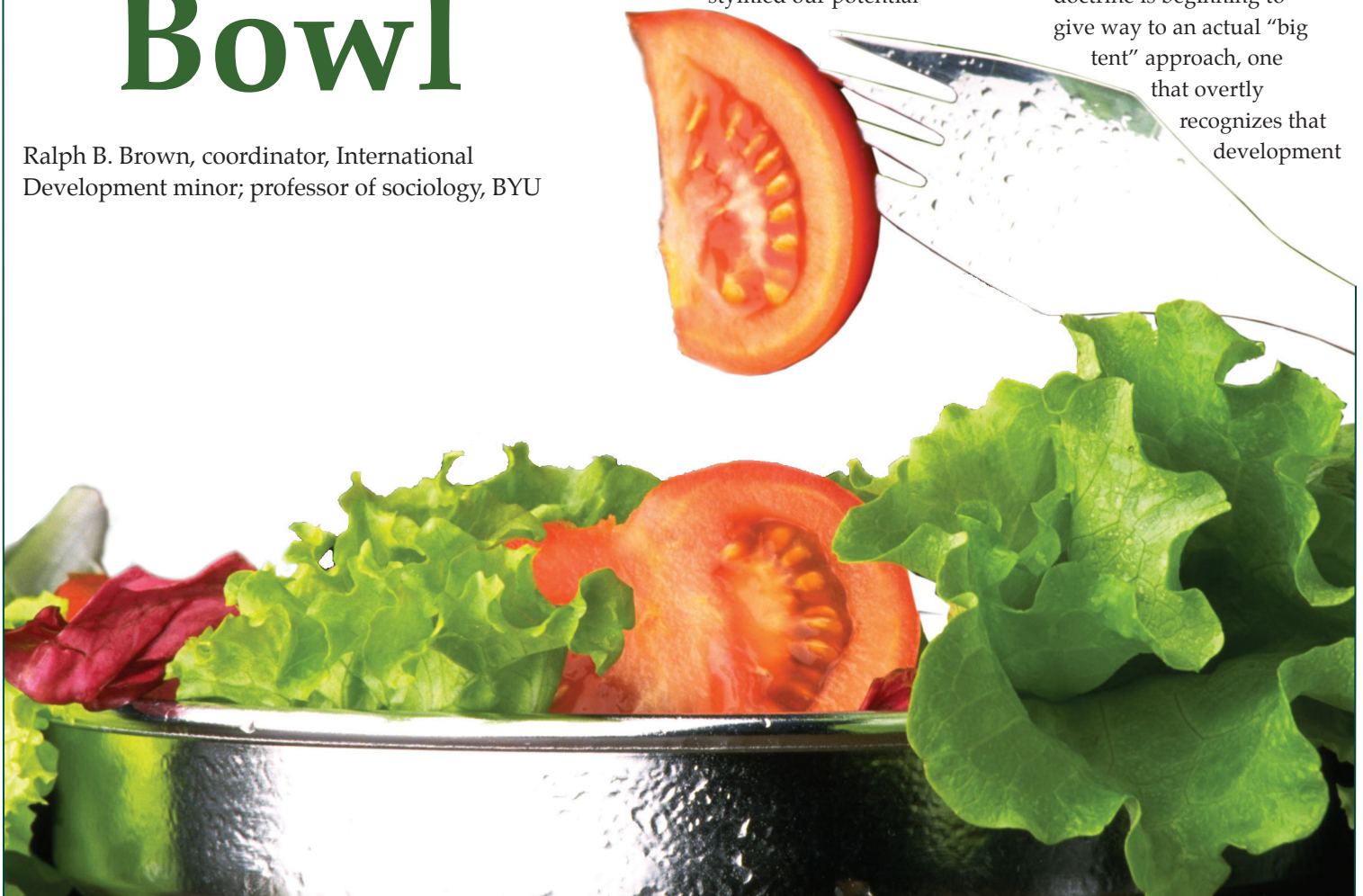
For too long, the academic field of international development has been characterized by disciplinary claims to exclusive truths frequently resulting in petty academic battles and sophomoric snubbings. Disciplinary silos erected and maintained by the academy have always struggled to see past their own specialized view of the world. Unfortunately, BYU has all too often mirrored these academic turf wars—too many people too entrenched in unyielding dogma.

Indeed, the disciplinary doctrines of international development are commonly preached with a missionary zeal of uncompromising truth. It is my opinion that our close adherence to this approach has greatly stymied our potential

in this arena, a potential that few other institutions can match in terms of our available natural resources: languages, connections, wealth, well trained and



intelligent students, and, yes, missionary zeal. We have consistently fallen short of our potential. With the revamping of the international development minor, that uncompromising adherence to disciplinary doctrine is beginning to give way to an actual “big tent” approach, one that overtly recognizes that development



is multifaceted and, thus, multidisciplinary.

The new minor is overtly attempting to forge alliances with NGOs and agencies who are generally



far more interested in the practical application of skills (including theories and methodological techniques) to solve identified problems versus re-fighting dogmatic academic turf wars. To this end, the new minor stresses the INTRA-disciplinary nature of development. It envisions international development not as a melting pot but as a salad bowl with each discipline and/or approach representing a different entity of the same reality—no one entity being any more “true” or “accurate” than another. It is important to stress here that this is not an INTER-disciplinary approach, where all the disciplines blend together into one imperceptible blob. Students will recognize the unique, and necessary, contributions of each discipline and approach to the larger salad

of development. To extend the metaphor, sure, one can simply have a bowl of lettuce, but it becomes an interesting salad only with the addition of croutons, vegetables,



cheese, olives, fruit, and salad dressing.

While Americans struggle with their national identity as melting pot or salad bowl, it is equivocally expressed by our national motto: *E Pluribus Unum*—Latin for “Out of Many, One.” A similar, more applicable national motto to the issue of international development at BYU may be found in Indonesia: “Bhinneka Tunggal Ika”—ancient Javanese for “Unity in Diversity.” The Indonesian national motto is derived from an ancient poem of the 1400s. Discussing the coexistence in the Mojopahit Kingdom of both Buddhism and Hinduism, the poem states that the two “. . . are indeed different, but they are of the same kind, as there is no duality in Truth.”¹ The study and application of international development at BYU must incorporate

ALL the disciplines and their methodological approaches. In short, to succeed and reach our potential, international development at BYU must be academically ecumenical.



We can get by with a simple bowl of lettuce, but who would want to buy it? Who would want to eat it? It’s all the other stuff that makes the lettuce into a delicious salad. With the advent of the newly remodeled international development minor, BYU faculty, administrators, and students have the opportunity to make a significant contribution to the field, but it will only happen if we ditch old dogmas of disciplinary exclusiveness and pitch an ecumenical big tent of development. Clearly, this can be done without losing sight and appreciation for the unique identities and insights of the disciplines and their approaches. However, I am convinced that unless we do so, dogmatic purity will always cloud practical solutions to real problems, and we will continue to fall short of our incredible potential in this field. 🌱

NOTE

1. http://en.wikipedia.org/wiki/Bhinneka_Tunggal_Ika (extracted 3/10/2008)



Over the past 20 years

the proportion

of people living in poverty in the developing world fell by half—from

40 percent to 21 percent.

Meanwhile, in the past few decades, life expectancy in developing countries has increased by 20 years, the number of children dying before the age of five has been reduced 50 percent, and adult illiteracy has been halved to

25 percent.

And yet, over a billion people still struggle to survive on a dollar a day.

(<http://digitalmedia.worldbank.org/tenthings/en/2.php>)



Making the Connection

Working with Practitioners

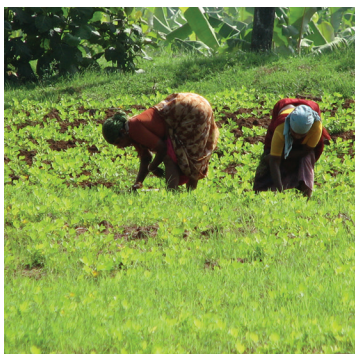
Todd M. Manwaring, managing director,
Center for Economic Self-Reliance, BYU



One of the newest BYU organizations to become involved with both domestic and international development is the Center for Economic Self-Reliance, founded in 2003. Housed in and sponsored by the Marriott School, the center works with students from all disciplines through research opportunities, internships, fields studies, a yearly conference, and many other programs. We work to connect students in academically rigorous opportunities with qualified practitioners or researchers. Building on its historical roots in microcredit, the center has had two primary initiatives:

BYU CENTER for ECONOMIC
Self-Reliance

1. The MicroFranchise Development Initiative is focused on emerging economies and helping microbusinesses in those economies to have higher success rates and stronger growth. Rather than



just providing a loan, like microcredit does, microfranchising provides a turnkey, mentored, business-in-a-box for a new microbusiness owner. 2. The Single Mom Initiative is focused on how best to help working-poor, single mothers in Utah to receive the education they need to earn viable incomes for their family and become economically self-reliant. Most recently, the initiative finished a multi-month survey on Utah single mothers.

The center's increased involvement in development and other social sectors, both corporate (corporate social responsibility) and social ventures (nonprofits, government entities, and businesses), provides a unique framework. The latter is a newer concept used to look at the ways more innovative and entrepreneurial organizations working

on social issues are set up to enhance their social impact. Sometimes this field is called social entrepreneurship, social business, or creative capitalism. Examples of widely recognized social ventures include the Green Bank (a for-profit organization owned by its borrowers) and Habitat for Humanity (a more traditional nonprofit organization). 🌍

Social Ventures

are organizations that have a social mission at their core and operate in very innovative, entrepreneurial ways.

According to the International Labour Organization (ILO), about **200 million people** don't have any form of work.

UNICEF (<http://www.unicef.org/sowc08/press/fastfacts.php>)



For ye have the poor with you always, and whensoever ye will ye may do them good. . . .

Mark 14: 7



The International Society has focused on development and humanitarian aid issues numerous times at their annual conference, with input from the Brethren and other Church professionals. We direct you to a few of the more recent conference proceedings available free after registration on their web site:

2007 18th Annual Conference—
The Perplexities Facing Nations

2006 17th Annual Conference—
International Challenges Facing the Church

2004 15th Annual Conference—
Church Development in the Developing World

2003 14th Annual Conference—
The Gospel, Professional Ethics, and Cross-Cultural Experience

2001 12th Annual Conference—
Education, the Church, and Globalization

2000 11th Annual Conference—
Development Assistance and Humanitarian Aid: The LDS Perspective

Organized in 1989, the International Society is an association of professionals with international interests who are members or friends of the Church. Register now at <http://www.ldsinternationalsociety.org>.

Notes on International Development

Gary C. Bryner, professor of political science, BYU

The literature on international development is generally pretty pessimistic, perhaps because the problems are so daunting and difficult to address, failures have such enormous consequences for poor people, and governments give this issue low priority. Recent books and articles have been particularly critical, as many writers have focused on the amount of money spent on development—some \$2.7 trillion during the past forty years—with few results to show for the expenditures.

William Easterly's the *White Man's Burden: Why the West's Efforts to Aid the Rest Have Done so Much Ill and So Little Good* blames the failure on utopian goals that are pursued through very complex top-down efforts that lack accountability. Lawrence Harrison's the *Central Liberal Truth: How*

Politics Can Change a Culture and Save It From Itself argues that development fails for a lack of cultural changes that promote good governance, education, savings, and investments. Paul Collier's the *Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It* suggests that the real crisis in development is the fifty

or so nations, home to the billion poorest people of the world, that are caught up in a set of traps, such as civil war, dependence on the export of natural resources, and corrupt or ineffective government. Jeffrey Sachs's the *End of Poverty: Economic Possibilities for Our Time* also focuses on the poorest one billion who live in areas that lack basic infrastructure, such as roads, electricity, and human capital from investments in health and education, that make it impossible for them to compete in labor markets.

While the diagnoses vary considerably, there is much agreement that there is an urgent need to better understand what works in development. What are the kinds of practical interventions that can make a difference in the lives of poor people, particularly the one billion who live on less than \$1 a day and whose lives are cut short by malnutrition, poor health, infectious diseases, and violence? What can multilateral development institutions, foreign aid agencies, nongovernmental organizations, and individuals do to make a sustainable difference?



"Suffering is increasing in the world today. People are hungry for something more beautiful, for something greater than people round about can give. There is a great hunger for God in the world today. Everywhere there is much suffering, but there is also great hunger for God and love for each other."

Mother Teresa, Works of Love are Works of Peace, p. 163

The BYU community is in a good position to make a significant contribution to answering these and related questions. Scholars across campus are engaged in a wide range of research projects aimed at, for example, understanding how poverty is defined in different cultures, what government policies most effectively promote economic growth, how the World Bank and other international aid agencies operate, how to promote good public health practices, how to increase yields from animals and crops, and a host of other issues.

Students from many disciplines are engaged in research projects and practical efforts to help reduce poverty, improve health and nutrition, and create opportunity. Engineering students are helping poor communities develop alternative energy sources, public health and nursing students work in clinics and health programs, business students teach micro-enterprise skills, sociology students help communities develop social capital and solve water shortage problems, animal and plant science students

Over half a million women still die each year from treatable and preventable complications of pregnancy and childbirth. The odds that a woman will die from these causes in sub-Saharan Africa are 1 in 16 over the course of her lifetime, compared to 1 in 3,800 in the developed world.

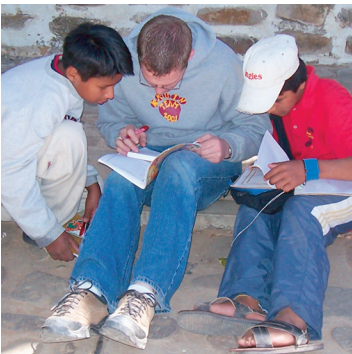
Millennium Development Goals Report 2007 (<http://www.un.org/millenniumgoals/pdf/mdg2007.pdf>)

help farmers improve their productivity, and many others are involved in other projects. The International Field Studies program sends students around the world to pursue research projects and learn from local community groups and agencies operating in developing countries. The international development minor encourages students from a wide range of majors that share a common interest in and passion for development to bring their diverse skills together.

The Center for Economic Self-Reliance's annual conference at BYU brings scholars and students together to learn about the latest research in development and how it can improve development practices, which is a great example of how to encourage development research and practice. How can we build on that innovative effort to bring academic and field research together in other fruitful ways, so research is informed more by practical experience and practical experience is more informed by research? How can we foster more productive

research efforts that will be of greater use to government policy makers, NGOs, foundations, and others who are trying to figure out how to make development work?

Other universities have found that some kind of an institutional home for development helps facilitate these kinds of scholarly efforts. A development research institute at BYU could encourage scholars across campus to learn from each other, identify promising collaborative opportunities, facilitate funding for cross-cutting research, and help students locate and gain access to relevant research. As is true elsewhere, relatively few resources are available at BYU to help improve development theory and practice. That means we need to continually search for better ways of doing what we are doing to increase the likelihood that our efforts will make a difference to those around the world whose needs are so great. 🌍





SAVE THE WORLD

Steven J. Hite,
professor of
educational
leadership and
foundations, BYU

Development education, or the use of education as a tool for human capital development, is an intensely interesting and diverse field. First catalyzed by my experiences as a missionary in Apartheid-era South Africa, my conviction is that equitable access to quality educational opportunities is the key to development and, consequently, life advancement for individuals, families, communities, and nations. Within that basic conviction, I find development education fascinating in the “compound” nature of endeavors in the field: it is concurrently theoretical and practical, as well as technical and human. I don’t think of these four dimensions as geometrically aligned neatly along some Cartesian coordinate system but rather as “in play” at any given time in any particular project or opportunity.

The fascinating compound nature of development education is reflected in one of my first experiences working with the United Nations Educational, Scientific, and Cultural Organization (UNESCO). I was in Paris helping to put together the capacity-

development team for a project in Nepal that had been funded by DANIDA, the Danish government’s aid agency. The project was theoretically interesting as it applied to thinking about the potential meaning(s) and impact of intervening as an “outsider” in the ancient and complex social context of Nepal’s education system, largely comprised of small rural schools serving Hindu, Nepali, Muslim, Tibetan, and secularized populations (in order of decreasing proportions). At the same time, it was practical because we were responsible for developing an actual data collection and tracking system to follow enormous amounts of resources, along with the anticipated

outcomes of those resources, dedicated to increasing the equity, access, and quality of educational opportunities for lower-caste Hindu girls under the age of fourteen.

Geo-locating schools on the precipitous slopes and chasms in the Himalayan mountain regions of Everest (called Sagarmatha in Nepali) and Annapurna, as well as designing data collection instruments that could be accurately and meaningfully completed by educators



It is feared that there may be more than 80 million orphans in India and Asia.

Mothers Without Borders (<http://www.motherswithoutborders.org>)

speaking several languages in these remote regions, were both technically challenging and exciting. At the same time, the powerfully human dimension of visiting the homes, schools, and villages of the children, families, and teachers that we were attempting to help was both humbling and touching.

The meaning or intent of development education is often reduced in textbooks and the academic discourse to a simple formula indicating how human capital is increased:

$$\text{Human Capital} = \text{Education} + \text{Experience} + \text{Training}$$

This algorithm is considered generally accurate and acceptable in development education circles and points to education as the most critical of the variables leading to human capital increase.

The positive outcomes of increased human capital are usually expressed in terms of associated increases in personal income potential and increased robustness in the larger economy. However, while education is related in important ways to the increase of human capital, does increasing human capital alone sufficiently motivate the social, personal,

and professional costs of pursuing development education programs? For many, the answer is “yes.” For me, and many dedicated workers in this field whom I know, the answer is a resounding “no.” What, then, is the necessary and sufficient force beyond increasing human capital that motivates development educationists to subject themselves to challenging personal and working conditions that most people from developed countries would never contemplate?

I believe the answer is found in the words of my colleague at UNESCO, Anton DeGrauwe, when we were putting together the capacity-development team for Nepal. At one point in

our struggles to compose a strong team, he turned to me and said something to the effect of: “We may not

make any money doing this work, it might even cost us out of our own

pockets, but we will have the opportunity to participate in saving the world one place and one action at a time.”

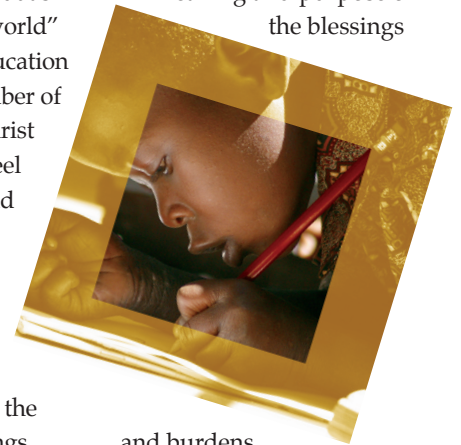
I’m not sure when Anton and I share the words “save the world” that we both mean the same thing. To be sure,

what we each mean is morally important and is comprised of theoretical and practical, as well as technical and human meaning—all at once. But as I approach “saving the world” in my development education opportunities as a member of The Church of Jesus Christ of Latter-day Saints, I feel the additional moral and spiritual obligation of the “double portion” with which we are all blessed and burdened.

While we often find ourselves talking about the (double portion) blessings of the gospel in our lives coupled with the benefits of living in a country where we have substantial material wealth and opportunities, we often forget to mention the burdens and obligations those “blessings” bring with them. For me, the blessing and burden of the double portion adds the critical element of motivation to my work as a development educationist—and this extra motivation makes all the difference in the world.

Certainly there are many ways, disciplines, and fields in which we each can and should do our best to “save the world.” In development education, I have found a domain in which I find great personal, professional, and spiritual satisfaction and have never doubted that my

own small efforts can and do make a meaningful, moral difference. I challenge each of us to consider the true meaning and purpose of the blessings



and burdens of our double portion as we continue to seek and find opportunities to “save the world one place and one action at a time” in whatever lifework we choose to engage. 🌍





HUNGER—A COMPARATIVE EXPERIENCE

There are 1.2 billion poor in developing countries. Of these, 780 million suffer from chronic hunger. Students for International Development (SID), a BYU club since 1990, has worked to raise hunger awareness among students and the local community by hosting the Hunger Banquet.

SID uses the banquet as a medium to raise awareness through a comparative social experience. Eric Darsow, co-president of SID, stressed, "The Hunger Banquet is not about fund-raising; it is about the experience." The goal is to provide the community an experience they will remember and that will spark them to rally in support of the less fortunate. This year SID teamed with Parity, BYU's gender equality club, to present the eighteenth annual Hunger Banquet with a theme centered on women and development.

To create an accurate world model, each attendee was assigned an identity with a specific income: tables and chairs represented high income, chairs were middle income, and the floor aptly related to low income. The fortunate high-income diners enjoyed individual servings of salad, rice, beef, potato salad, and ice cream, and the luxury of a personal server. Middle-income diners received pizza and salad. The unfortunate low-income diners, representing 80 percent of the world's population, were given one plate of rice, beans, and pitas to share among five people.

Micah Smurthwaite, Becky Brough, and Mitch

Murdock took advantage of their experience as low-income diners by banding together and begging for food. They sat on the floor and strategized ways to convince the high-income diners comfortably seated around them to share their food. Smurthwaite admitted, "I asked four different people and they said 'no.'" Murdock, however, was successful and obtained one plate of food for the rest of the group to share. He fashioned paper cups into eating utensils as well. When asked why they decided to beg, Murdock replied, "We were hungry." But their hunger cannot begin to compare with the ongoing hunger experienced by the world's poor.

Darsow said the biggest surprise this year was the "overwhelming support of the student body." A fixture of nearly two decades, the banquet has gained notoriety and sells itself. On the second evening, they ran out of programs and space but continued to sell discounted tickets at the door—the combined two evenings selling a record fourteen hundred tickets. And due to the support of the campus and Provo communities, the Hunger Banquet generated approximately \$11,500—an added benefit of the two-night event.

Each year SID solicits proposals from NGOs who deal with development issues, and as a club, they meet and select six NGOs to receive a portion

of the banquet proceeds. This year's fortunate NGOs and their projects are as follows:

1. Kedesh Santuário para Crianças Centro de Fomação (Kedesh—Children's Sanctuary and Skills Training Center): provides a family environment for vulnerable members of the Mozambican society
2. Familia-a-Familia: conducts reforestation projects in Santa Catarina, Ixtahuacan, Guatemala
3. Escalera: offers one-year scholarships for four students to attend Benemérito de las Américas in Mexico City
4. Sowers of Hope: empowers self-sustainable education efforts in developing countries
5. Koins for Kenya: will construct a water cistern in the village of Miguneni
6. Turn International: mobilizes street children to end substance abuse



AT THE CENTER

Keynote Speaker: Valerie M. Hudson, professor of political science at BYU and primary researcher of the WomanStats Project

A few select points:

- The higher the gender gap, the lower the GDP per capita of a nation
- The higher the gender gap, the lower the rate of national economic growth
- The lower the gender gap, the lower the infant and child mortality rates
- The lower the gender gap, the lower the level of child malnutrition
- The higher the gender gap, the higher the AIDS rate
- The higher the gender gap, the lower the life expectancy for both men and women
- On average, one in three women is beaten, coerced into sex, or otherwise abused by an intimate partner in her lifetime
- Women aged 15–44 worldwide are more at risk from rape and domestic violence than cancer, auto accidents, war, and malaria combined
- The higher the level of violence against women, the more likely a nation-state is to be non-compliant with international norms
- The higher the level of violence against women, the worse a nation-state's relations with its neighboring countries
- The higher the gender gap, the higher the level of corruption
- The lower the gender gap, the higher the level of transparency in government
- When the representation of women in the councils of humanity is higher, more attention is given to social welfare, fighting corruption, and improving legal protections for citizens
- When marriage is inequitable between men and women, unsustainably high levels of population growth result
- When men eschew marriage in favor of non-commitment, sub-replacement birth rates result

Keynote Speaker: Kathy Headlee, founder of Mothers Without Borders, a Utah-Based nonprofit

- Every fourteen seconds a child loses a parent to AIDS—more than 6,100 children are orphaned every day.
- There are 147 million orphaned children in our world today.
- 90 percent of them are still living in the community, with elderly grandparents, on their own in child-headed households, or with a neighbor or on the streets.

This is the single greatest crisis our world has ever faced, affecting hundreds of millions of our brothers and sisters.

"May God, who has blessed all of us so mercifully and many of us so abundantly, bless us with one thing more. May he bless us to hear the often silent cries of the sorrowing and afflicted, the downtrodden, the disadvantaged, the poor. Indeed may he bless us to hear the whispering of the Holy Spirit when any neighbor anywhere 'is suffering,' and to 'drop everything and come running.'"

Elder Jeffrey R. Holland, "A Handful of Meal and a Little Oil," *Ensign*, May 1996, p. 29

Each act of kindness, every expression of love, of understanding, no matter how small, shines a light into the darkness of the world. And each and every act of compassion and kindness is of critical importance in our efforts to dispel the darkness forever.



Development: The Importance of Religion and Activism

Thelma Young

Before I moved to Washington, D.C., a friend of mine was worried that I would lose my idealism in the face of scoundrel politics. In fact, my frustrations with the government have decreased, while my frustrations with the NGO world have grown significantly.

Development has become as much about prestige, control of ideas, and money as any other field. The names of countries are used as status symbols—education work in Kenya for a few months, why, that's equivalent to trotting around carrying a Louis Vuitton purse. Celebrities are praised for going to a remote village for a day and patting some poor brown children on the head, while those who are actually on the ground, and who have been working to help those communities for decades, receive little acknowledgement. Some development projects never get finished, money lines the pockets of corrupt officials, and bureaucracy continues its self-perpetuation. In the struggle for a better world, there is sometimes too much struggle amongst individuals

and organizations to be the biggest, brightest, and most praised or funded.

The field of development is unusual because it is essentially working to eradicate itself. It is not about a solid, self-aggrandizing career. It constantly changes, and progress depends not on how much we gain, but how much others gain. These concepts are so drastically different from the usual fields of work that too often they get intertwined.

Development is as much about the process as the end result. Aung San Suu Kyi, the imprisoned democracy leader in Burma and a firm believer in nonviolence, preaches that a revolution must also have a revolution of the spirit or else all is lost. "Without a revolution of the spirit, the forces which produced the iniquities of the old order would continue to be operative, posing a constant threat to the process of reform and regeneration."¹ A revolution of the spirit has to be kept in mind with development as well.

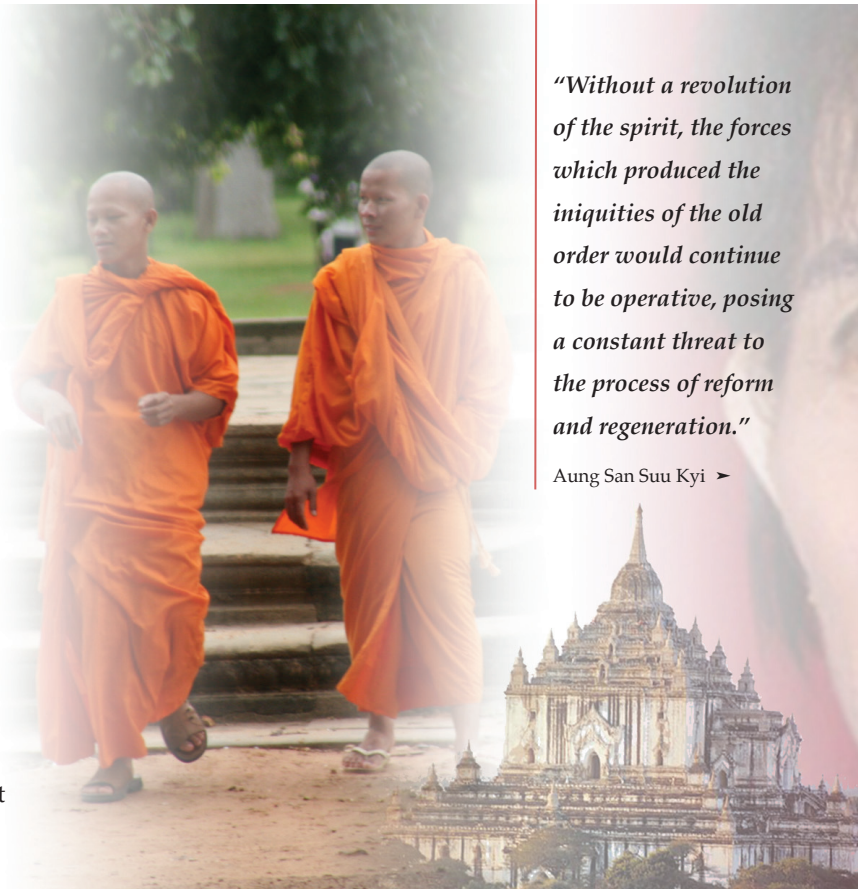
I've been discussing development with a friend of mine who is working

in Namibia, and her view from the bottom is similar to my view from the top. She says, "There needs to be less sympathy and more willingness to let the people do what needs to be done on their own." Sustainable development is about constantly processing why we are doing what we are doing. It's not just analyzing the effectiveness of the program to bring out results. It's knowing what our true intentions are and whether our intentions will further our spirit as well as the spirit of the people we are trying to help. Are we going abroad just so we can say we spent our summer overseas? Are we doing certain projects just to ease our conscience? Or are we asking ourselves, what is honestly needed most?

I've often felt that there needs to be more activism in religion, and that we need

"Without a revolution of the spirit, the forces which produced the iniquities of the old order would continue to be operative, posing a constant threat to the process of reform and regeneration."

Aung San Suu Kyi ➤



to be willing to take Christ's teachings and fight for their fulfillment on a social and political level. Now I'm also realizing the importance of religion in activism. With a full knowledge of the plan of salvation, we realize why it is so vitally crucial that we help lift our brothers and sisters. It's not just about getting a warm fuzzy feeling, but it is essential for our spiritual future. I know a lot of great people who get into activism or development because they have a feeling inside of them, an urgency for social justice, but sometimes that yearning isn't enough make it through the corruptions of this world. Furthermore, the plan of salvation brings hope to this often overwhelmingly painful work and helps me have faith in the process of things in this life. A revolution of the spirit is just as essential as overthrowing



“The **world** is starting to grasp that there is no policy more effective in promoting **development, health and education** than the **empowerment of women and girls.**”

Kofi Annan, International Women's Day, 8 March 2006

a dictator—the two must go hand in hand.

The monks in Burma marched through the streets shouting words of kindness, and some people looked at the revolution and claimed that it failed. Even though many are now in prison or dead, they have indefinitely set the tone for the democratic movement in Burma and, in the end, that spiritual revolution will win. When I think of the monks and the many other people in this world working for what they believe in—without hope of fame—my idealism is restored. 🌍

Young is a campaigns coordinator for U.S. Campaign for Burma.

NOTES

1. From her essay, “Freedom from Fear,” which was first released for publication 10 July 1991 as acceptance of her 1990 Sakharov Prize for Freedom of Thought award bestowed by the European Parliament.



My experience with USAID, as well as my past experiences working with various development organizations, has shaped much of what I know and how I currently view the field of development. In recent years, it seems that the development field has begun to realign its

A Push Toward Collaboration

Diana Roses

underlying philosophies, approaches, models, and financial structures. The current focus on global health, and the trend toward greater technical and organizational integration and coordination, presents an unprecedented opportunity for the international community to increase its development assistance capacity.

Over the past few years, I have begun to forge my path into the world of development. In my current position, I have the opportunity to work on such topics as tuberculosis, neglected tropical diseases, and environmental health. I also help manage multi-million dollar health grants for USAID with WHO and the CDC.

continued on page 20



continued from page 19

Focusing on individual pieces of the overall development goal is an excellent approach, but to be more effective, organizations are beginning to cooperate in similar focus areas using their individual comparative advantage in a collaborative manner. Organizations are also integrating their collective resources to prevent overlap and ensure a more well-rounded overall development program. Similarly, the disintegration of separate compartmentalized approaches for all technical areas, such as disease, poverty, nutrition, education, and the economy, is slowly beginning to emerge.

As major players in the development field continue to move more resources and focus operations at the local level, larger and more established international organizations are stepping back and providing mentorship, leadership, and facilitation to the local organizations in-country. A greater push toward collaboration at all levels is taking hold, and there is greater success being seen in projects run by empowered locals according to their cultural and political norms. In the future, I believe we will see greater coordination and integration, thus ensuring that the right type and amount of assistance really reaches the grass roots level.

Through my work at USAID, I can see that public health issues are continually emerging as one of the most influential areas of humanitarian aid and development policy. The current drain on human resources at the local level can be largely attributed to the continuing severity of the global HIV epidemic. The HIV impact is rapidly decimating the base of vital human resources available to sustain functioning societies, and now HIV co-infection and the surge of other infectious diseases further taxes the infrastructure dedicated to managing the public health crisis. National policy makers and other large donors are channeling a major portion of aid resources into global health initiatives through programs such as the President's Emergency Plan for AIDS Relief (PEPFAR), the President's Malaria Initiative (PMI), and increased funding from Congress for tuberculosis and other diseases. This support is positioning the field of public health as a major cornerstone of development for the future.

As integration, collaboration, and public health move to the forefront of development, I believe we will see more opportunities for change and improvement in people's lives in the developing world. 🌱

Roses is currently a program assistant in the Bureau for Global Health with USAID in Washington, D.C. Previous to joining USAID, she interned with the United Nations High Commissioner for Refugees, LDS Humanitarian Services, and the Center for Religious Information and Freedom with the BYU International Volunteers program in Kyiv, Ukraine. She graduated from BYU in 2005 with a BA in international studies.

This is a sampling of past Kennedy Center lectures focused on development.

"Development Problems in South Africa"
(14 Nov 2006)

Thabo Leshilo, editor-in-chief, *Sowetan* and *Sunday World*, South Africa

"International Field Studies: A Foundation for a Career in Development"
(16 Nov 2007)

Daniel H. Nelson, international program coordinator, Maxwell School of Citizenship and Public Affairs, Syracuse University

"Water in Mexico: Realities, Challenges, and Opportunities"
(13 Nov 2006)

Jose de Anda Sanchez, senior researcher, El Centro de Investigación y Asistencia en Tecnología y Diseño del Estado de Jalisco, in Guadalajara, Mexico

"Our Covenantal Responsibility to the Poor"
(10 Nov 2006)

Kristen Proctor Westenskow, public health instructor, University of Utah

"The Peace Corps and Development in Mali"
(17 May 2006)

Yacouba Kone, Program assistant and trainer for agriculture and natural resource management, Peace Corps

"Hindsight is 20/20: Planning the Future by Looking at the Past"
(2 Nov 2007)

Mark Austin, regional coordinator, Bureau for Global Health, USAID

"Literacy, Gender, and Education: Crossing Borders and Respecting Boundaries"
(22 Sep 2006)

Tiffany Zenith Ivins, international program officer, World Education

Watch online at <http://kennedy.byu.edu/events/archive.php>.



Working Together for Sustainable Development

Charla Finnigan

My interest in development began in high school, while I was working part-time in an organic supermarket. My coworkers and I would often discuss the issue of inequality, especially framed in terms of environmental sustainability, gender disparities, and international development efforts. As I became increasingly aware of the poverty and injustice that existed in the world, I realized that I had to make a sincere effort to use what I had been given in life to affect positive change through sustainable development.

Coming to BYU, I was disappointed to find there was no international development major; however, I settled into public health education due to the classes in international and environmental health, as well as the elective course IAS 220 (Introduction to International Development). Perhaps the most important aspect of public health as it relates to development is the goal of reducing health disparities that occur as a result of other inequalities created by the complex web of human existence. As an international development minor, I have discovered there is a place and a need for people from all backgrounds and majors to

contribute their efforts to achieve successful, sustainable international development.

After taking a class on women's health issues, I developed a keen interest in gender as it relates to international development and became involved with the WomanStats project, which researches the correlation between international security and gender disparity. The WomanStats database, compiled and continually updated and expanded by research assistants, is the largest and most comprehensive source for qualitative and quantitative information on the status of women in the world (See <http://womanstats.org>).

In my work with the project, I have interviewed NGO leaders and country experts worldwide and expanded my knowledge through close readings of

"Human development is about expanding the choices people have to lead lives that they value. Fundamental to enlarging these choices is building human capabilities, the range of things that people can do or be in life."

United Nations, Human Development Report, 2001

countless reports, further enhancing my understanding of gender and health as they relate to sustainable international development.

This summer, I am looking forward to two international development-related internships abroad. My first internship will be in Mali with the Ouelessebouougou-Utah Alliance, where I will be helping with the translation and implementation of an HIV/AIDS awareness and prevention intervention manual. More specifically, my role will be to facilitate training of the local health workers in terms of clarifying and improving the

translation, as well as helping the workers understand how to use the manual as an aid in communicating with the local people. In addition, I will gain valuable experience in baseline data collection for several health interventions that are currently running in over fifteen villages in Mali.

My second internship will be working with University of Liverpool public health experts to facilitate an international development project being conducted entirely by locals in Guatemala. This project is aimed at encouraging women to take advantage of the local healthcare opportunities available to them and their children.

As I approached graduation, I was surprised at the number and diversity of jobs that became available to me as a direct result of my international development minor. For now, I plan to gain more experience in order to improve the organizations I work with by acting as a liaison between the administrative and field sides of development efforts so as to promote better communication and, therefore, more effective sustainable development. 🌍

Finnigan graduated in April with a BS in public health education.



The number of people dying from AIDS worldwide increased to **2.9 million** in 2006, and prevention measures are failing to keep pace with the growth of the epidemic.

In 2005, more than **15 million** children had lost one or both parents to AIDS.

Avoiding the *Santa Claus*

Ben Richards



As each day goes by, our world continues to grow into a global community. We can no longer ignore what is going on in China, Africa, or even in the next state. The biggest challenge of globalization is its effect on the poor and uneducated. They are the first to be taken advantage of and the last to benefit. In fact, so many people have been left behind that our global community seems to be more of a curse than a blessing.

I have joined the ranks of BYU's Engineers Without Borders (EWB), a chapter of EWB—USA, to reverse the negative effects of globalization through capacity building. According to Henry J. Hatch, a member of the Advisory Committee of EWB—USA, capacity building is, "the

building (or strengthening) of human, institutional and infrastructure capacity to help societies develop secure, stable and sustainable economies, governments and other institutions." He suggests this can be accomplished "through mentoring, training, education, physical projects, the infusion of financial and other resources, and most importantly, the motivation and inspiration of people to improve their lives."

For those who have clearly been ignored or forgotten, EWB—USA is working to help them obtain their share of the progress that has been made toward a better life. In other words, EWB is dedicated to capacity building in community-based projects. In April, our chapter left for Cuzco, Peru, to implement a five-

fold community project. I have been preparing for this project for over a year now, and I am just about ready to "go forth to serve." This spring our plan is to:

1. Make clean water accessible to the community.
2. Provide a storage system so water can be accessible throughout the yearly drought.
3. Get the smoke out of the kitchens by making cheap, efficient stoves.
4. Provide means by which water may be heated for bathing and washing.
5. Teach the community about the importance of hygiene and provide hygiene kits for each family.

The beauty of this project is that we are working with

Mentality



the locals and their local humanitarian organization in all of our preparations. When we arrive to execute our plans, the community will be actively engaged in every aspect. We are facilitators rather than implementers, because we are helping the community find innovative solutions to their problems, which they may then act on. Our goal is to leave Cuzco having made friends with those from whom we have also learned. Our hope is that our friends will look at the work that they did with us and say, "Look at what we have accomplished! Let's show our neighbors."

International development projects like ours walk the fine line of being a blessing or a nuisance. They may easily be a pointless effort if the big picture is not realized. The "Santa Claus" mentality

(when people come to expect or be dependant on the services of a nonprofit organization) may be avoided by looking beyond the quick fixes to what really matters.

The more I study about development, the more I realize that the big picture is all about the Gospel of Jesus Christ. He taught, "As ye shall keep my commandments ye shall prosper in the land," and He taught that the greatest commandment was first to love God and second to love your neighbor as yourself. He also taught through King Benjamin "that when ye are in the service of your fellow beings ye are only in the service of your God."

In serving the people of Peru, I want to help them get a glimpse of their capabilities. If I can help them understand

what they are capable of through their faith and continuing education, I can hardly imagine the wonders they will accomplish. In essence, I feel that the future of development rests in our hands. We have been given so much, and it is our responsibility to give just as much to the rest of the world. Only through consistent, Christlike service will the people of the world lift themselves out of poverty and thereby be placed in a position to do the same for others. 🌍

Richards is a mechanical engineering major, with graduation expected in April 2010.

NOTES

1. Hatch, Henry J. "About Us," 2004, <http://ewb-usa.org> accessed 24 March 2008.
2. 2 Nephi 1:30
3. Matt. 22:37-39
4. Mosiah 2:17

"People don't really think they can ask the question: Why? Culturally or even religiously people ascribe to the idea that that's just the way it is. When I was in the Philippines, we talked to a woman about a free service for her child to have a cleft lip healed. . . . She said, 'Why?' I had never imagined that somebody wouldn't want that. She said, 'This is the way God made my baby. Why should I change that?' . . . We don't want to initiate change unless people want it, but how do you help people to want it?"



"Literacy, Gender, and Education: Crossing Borders and Respecting Boundaries," 22 Sep 2006, Tiffany Zenith Ivins, international program officer, World Education

Gardening for \$\$\$

Eric Crowther

Study Programs coordinator) were invaluable to my experience. Their insights helped me maintain respect for the culture and stay focused on the broad social goals of Care For Life.

Last summer, I was offered an internship with Family Gardens, Care For Life's microcredit agricultural program. This program provides loans for impoverished farmers to help them plant gardens that will supplement their rice production. Many of the participating families had never grown vegetables before, so my goal was to document local gardening techniques that were most effective and create training materials and a program.

Another goal was to analyze the gardening project. I looked for ways to revamp the program in order to increase profits and production for the gardeners. To some extent, I acted as the liaison between the NGO management and the people they were assisting by providing information about

Aside from the classroom or my involvement with Students for International Development (SID), my first exposure to international development came as a leader of young American volunteer teams in Beira, Mozambique, Africa. I helped lead Care For Life's groups of college-aged volunteers as they worked in orphanages, helped locals build hut-schools for adult education, and helped build benches for a dirt-floor elementary school. The insights and cautions passed on by Professors Jan Van Orman and Dave Shuler and Ashley Tolman (International

Almost **1.4 billion people** in developing countries do not have access to clean water.

Some **3 billion** live without basic sanitation or electricity.

(<http://digitalmedia.worldbank.org/tenthings/en/2.php>)

potential problems that the NGO could overcome. I also worked with the Beira Rotary Club to set up long-term funding possibilities.

Since returning last fall, I have been heavily involved with a new organization called Massamba. Our goal is to enhance the scale and effectiveness of Family Gardens to provide steady in-

comes through farming, thus fulfilling a request made by dozens of my Mozambican friends. I helped facilitate a partnership between Massamba and Ascend Alliance and helped develop a pilot project for a micro-consignment/gardening program.

Using Ascend Alliance's simple water technology, we will provide irrigation water and work to improve drinking water, while also improving income and nutrition. This trial will begin this summer in Mozambique. We plan to reach one hundred families and hope to refine our program to the point that we can find more partners and expand in the future. I am returning to Beira in May to bring this project to life. This time, I will stay for a year; next time, I hope to stay longer. 🌍

Crowther is an international relations major and is planning to graduate in April 2009.

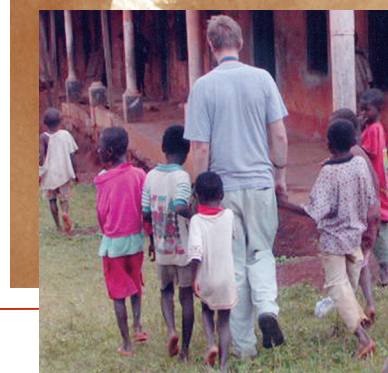


"As we enlarge our circle of understanding, we enlarge our circle of concern. We strive to promote prosperity and dignity and to combat poverty and degradation wherever they may be found—monumental as that task is."

Jeffrey R. Holland, Kennedy Center Inauguration, 1983

Three of every four poor people in developing countries live in rural areas—2.1 billion living on less than \$2 a day and 880 million on less than \$1 a day.

World Bank (<http://www.worldbank.org>)



The Locals Know Best

Eric Darsow

A month into my fieldwork in South Africa, a manager from the provincial Department of Social Development asked me, “Do we take off our development coats when we get home from work? Are we wearing development or is it inside us?” As the field of international development becomes increasingly professionalized, questions like these remind aspiring practitioners, like me, that development ought not be treated like a typical 9:00–5:00 job. To submit to the common practice of treating development as a hobby or simply a career would be to trivialize the realities and identities of those development projects I seek to help.

Just as development practice should not be treated like an ordinary day job, my experience in South Africa in summer 2007 taught me that there is nothing *international* about development. Rather,

continued on page 26

“Few, if any, of the Lord’s instructions are stated more often, or given more emphasis in the scriptures than is the commandment that we members of His church **take care of the poor.**”

Marion G. Romney, “Caring for the Poor—A Covenantal Obligation,” *Ensign*, Nov 1978, p. 87

continued from page 25

what I term community development is an organic process of positive change that emerges from within local communities. Even though challenges such as unemployment and infectious disease are global problems, solutions to these common problems are frequently unique and specific to local cultures and histories. The central challenge confronting practitioners seems to be balancing the need for participation in the professionalized international development arena, while still being committed to local approaches and non-hierarchical relationships.

"The locals know best" is a common mantra heard and exchanged in development classes and project planning meetings at BYU and elsewhere. Many practitioners agree that the local project staff, who overcome the day-to-day challenges of development work, often have the best information to contribute to a project's success. Yet many of the

most weighty decisions in development projects tend to be made in air-conditioned offices by staff who have the least connection to the local, on-the-ground knowledge. Just as the general contractor of a worksite should not tell framers exactly how long to cut two-by-fours, development project managers should defer to the knowledge of those familiar with the situation out in the field.

While working with ITEC, an education nonprofit organization, I learned that problems with how information flows between managers and line staff are rarely intentional. Rather, the insulation of upper management arises out of their desire to make decisions too fast and finish projects too soon—often for the sake of securing more funding for upcoming projects. Effective decision making is more likely to take place when people at the top understand the realities of people working at the bottom. Grassroots programs designed by and for one's own community are likely to hold the greatest promise for success because they naturally incorporate local knowledge in the project's design and philosophy.

Today's society seems to be built in the shape of a pyramid. Businesses, families, and well intentioned development projects gravitate toward top-down

control structures, creating a feeling of disempowerment, manipulation, and discouragement among those at the bottom. The foundation for long-lasting, change-promoting relationships, however, should leave all persons feeling greater hope for improvement—not less.

While working with ITEC, I accompanied one of our staff to a rural village to visit preschool teachers. While listening to the staff worker converse with a few of the struggling teachers, I was struck by her ability to "flatten" the power hierarchy often involved in development interventions managed by outside organizations. I did not hear the staff member imposing on or demanding anything from the teachers. Instead, I saw two Xhosa women standing on a grassy hill laughing, talking—and problem solving *with* one another. They were cooperating as equals genuinely concerned for one another as South Africans and friends. This is the kind of development practice that bypasses the traditional top to bottom hierarchy and has a greater likelihood of fostering positive, long-term improvements.

As the manager from the Department of Social Development reminds us, community development should not be seen as merely a professional day job. Positive community change is a personal, full-time process for all involved—both outsiders and locals alike. 🌍

Darsow is working toward a double major in social/cultural anthropology and business management and is planning to graduate in 2009.





Expand
Your World

BYU Model United Nations Team Won Top Awards

While Brigham Young University's basketball team was winding down its winning season, BYU's Model United Nations delegation won the highest awards possible for the fourth straight year at the National Model United Nations in New York in March.

BYU's thirty-eight students represented Mexico and the Democratic Republic of the Congo on twenty committees, garnering "outstanding delegation" awards as well as awards for best "position papers" and individual recognition of BYU

students on at least four committees.

"It may not be exciting as March Madness, but we certainly performed at the highest



level possible," said Middoni Ramos, a senior majoring in manufacturing engineering from Mexico City and one of BYU's head delegates.

Read more online at <http://kennedy.byu.edu/events/newsrel.php>.

Modern Korea Symposium

The Kennedy Center hosted "Korea Turns Right: The New 'Bulldozer' Presidency of Lee Myung-Bak" on 11 April. Jeff Ringer, director of the Kennedy Center, welcomed participants who took part in two panels: Kerk Phillips, BYU international relations coordinator and professor of economics; James H. Alvis, director of public affairs, Korea Economic Institute; Abraham Kim, analyst, Eurasia Group; Danny Damron, project coordinator, David M. Kennedy Center; and L. Gordon Flake, executive director, Mike and Maureen Mansfield Foundation.

Mark Peterson, a professor of Korean at BYU, closed the seminar, which was sponsored by the Korean Economic Institute (KEI) in Washington, D.C., and the David M. Kennedy Center.

View online at <http://kennedy.byu.edu/events/archive.php#korea08>.



Ward



Moreno



Hansen

KC Majors Receive National Boren Scholarships

Three BYU students are recipients of the 2008-09 National Security Education Program Boren Undergraduate Scholarships. Boren Scholarships are merit based with amounts ranging from \$20,000 for an academic year to \$8,000 for a summer. The 2008-09 NSEP academic year covers study abroad during the summer 2008, fall 2008, and/or spring 2009. BYU's recipients are Miles Hansen, Marco Moreno-Campoy Jr. and Estee Ward. All three are majors from the David M. Kennedy Center for International Studies.

Hansen, a senior majoring in international relations, will be participating in a year-long intensive Farsi program in Tajikistan next year. Moreno is a senior majoring in Middle Eastern studies/Arabic who hopes to attend the American University in Cairo in the fall. Ward, a sophomore who is also majoring in Middle Eastern studies/Arabic, will take advanced courses in Arabic at the University of Jordan during spring and summer terms this year.

From the 697 applications, 150 awards were offered. Sixty-four alternate candidates were also selected; alternate candidates may be offered funding should primary candidates decline awards.

Read more online at <http://kennedy.byu.edu/events/newsrel.php>.

Being Part of the Change— An Interview with Amini Kajunju

Executive director, Workshop In Business Opportunities (WIBO), Harlem, New York City



Tell us specifically where we are standing.

We're standing in front of a small business that represents the future of Harlem. Harlem is changing, and for many people, they feel like it's changing for the better. Businesses are springing up, and people from all walks of life are living here; it's actually bringing out what is best about Harlem: the culture, the art, the music, the diversity that is here. It all sort of represents who I am.

What does your organization do here in Harlem?

WIBO is helping to start many businesses in Harlem. We help them put together a business plan, help connect them with funding, and help them connect with other business development resources so their business can grow. Starting a small business can be very difficult, but being in New York actually helps, because New York has a lot of organizations that help small businesses, and we happen to be one of them.

Take us back a little. Tell us how you ended up here from BYU.

Ever since my family moved to the U.S., when I was about twelve, I've always wanted to live in New York. I've always been interested in international relations and economic development. My dad traveled all over the world to earn an education so that he could go back home and develop the country. I grew up in that environment. Once we came to the U.S., we became Latter-day Saints, and I went to BYU for my undergrad.

While I was at BYU, I kept telling everyone that I was going to move to New York to start my business and career there. Eight months after graduation, I became very miserable. I thought, "What is my life supposed to be?" I made a bold move by quitting my job and moved to New York in two weeks. I put everything I owned in my car; if it didn't fit in my Mazda Protégé, it didn't come with me. I drove all the way to

New York and slept on a friend's couch for four months while I looked for a job. The first job was at Lehman Brothers, where I learned a lot about the financial world that has helped me to this day, but I was miserable.

After that I went to work for the Social Science Research Council for three years as a program assistant for Africa. That was ultimately my dream; I traveled around the world and learned about other people and cultures and learned what the world was really all about, but I have always wanted to have a career that married the private sector to public service. From there, I ran an organization that helped people start businesses in Africa. I was a program manager for the ATRIP program at International Executive Service Corps, but the program ran out of money. Six years ago I took the opportunity to run WIBO.

How did your experience at BYU help with your career?

My experience at BYU was phenomenal. I tell that to everyone. I came across a lot of

professors and students who were like-minded and who wanted to see a better world and wanted to work to improve it—that resonated with me. I threw myself into a community of people who wanted to see a better world—that is what I found at BYU. The classes were phenomenal, the teachers: Jeff Ringer, Valerie Hudson, Ted Lyon, and the list goes on. I learned a lot from all of them. I traveled to Bolivia and built a dispensary, in Viacha—extraordinarily fun. I did that through the Kennedy Center. I also went to Kenya for six months writing the political, social, and economic events of a community called Mwanamuvinga. It was amazing to be there day in and day out listening to people's problems and trying to put together a development plan to be used to improve people's lives.

How have your views of development changed?

International development must be home grown, and it has to be focused on private



enterprise development and building infrastructure—political, economic, and social—of a community so that that community can be a part of its own growth. Development dictated by someone else, somewhere else hasn't worked. We have to go straight to the people to ask them what they want and what they need, because, ultimately, people want to be self-reliant, people want to be masters of their own universe, and masters of their own lives. Old-fashioned foreign aid is, frankly, too paternalistic for me. People need good jobs and entrepreneurial opportunities to make their lives better and to make their own decisions about how they are going to spend their money, where they want to send their kids to school, and what type of health services they need.

What have your travels taught you?

In my professional and personal life, travel has opened my mind and helped me understand the way people live and the way people think. In my travels, one

of the things I've learned is that most of us are alike. When you travel, you see people living very differently than you, you see people speaking a different language, you see people eating different foods. But we are all alike. That's what makes traveling so interesting. One of the most disappointing things was seeing a Blockbuster in Rome. However, I have traveled to Ethiopia, South Africa, my own country of the Democratic Republic of Congo, Kenya, Liberia (where I lived for three years, went to high school there, one of the best times of my life; it was a great country before the war), Italy, Mozambique, India, Japan (where I lived for three years while my father got his MBA from Osaka University), Bolivia, and Egypt.

What would you say to people who want to support the Kennedy Center?

Giving money to the center is money well spent. It's one of the best educations you could ever get in the world. While I was job searching in New York, people

saw BYU on my resume and it gave me instant credibility. It didn't matter what field, BYU has a great reputation no matter where you go in the world.

I'm grateful for the great education I got at BYU. I'm grateful for all the people who put in time and money to make sure BYU stays one of the top schools in the country. I'm grateful for all the students and professors who are there that continue to make it a great institution. I'm grateful that my parents insisted that I go there, but BYU must have an African studies program. How can such a distinguished university not have an African studies major? The African continent should not be ignored and should be available to BYU students. Africa may be struggling right now as a continent, but it is a continent of the future, and we cannot ignore it. 🌍

For more information on Workshop In Business Opportunities, see their web site at <http://www.wibo.org>.

The 10 nations hardest hit by natural disasters in 2006, in the number of people killed or otherwise affected, were all developing countries.

UNICEF (<http://www.unicef.org/sowc08/press/fastfacts.php>)

"In order to provide any type of relief or to improve the situation at all, you need to understand where the people are coming from."

"In Pursuit of Perspective: Integrating Development with Life Science," 12 Oct 2007, Rebecca Plimpton, PhD candidate, biochemistry, BYU



VIEWS AROUND THE W

Losing My Luggage and My Mind in Nicaragua

Aaron Rose

Several years ago, I accompanied a group of university students to Nicaragua for a service-based community development experience.

The steamy night welcomed us at the Managua airport, and I soon learned that my luggage had been delayed. As we drove off into the Central American interior, I was wondering when I would receive my suitcase.

Living with a poor Nicaraguan host family shook my reality, but living without my creature comforts and my basic hygiene and clothing needs was an even greater challenge. Poverty was all around me, and I was living in it. I wasn't sleeping well, I had lost my appetite, and I began to encounter the challenges of culture shock, including an overwhelming despair. In short, I felt like I was losing my mind.

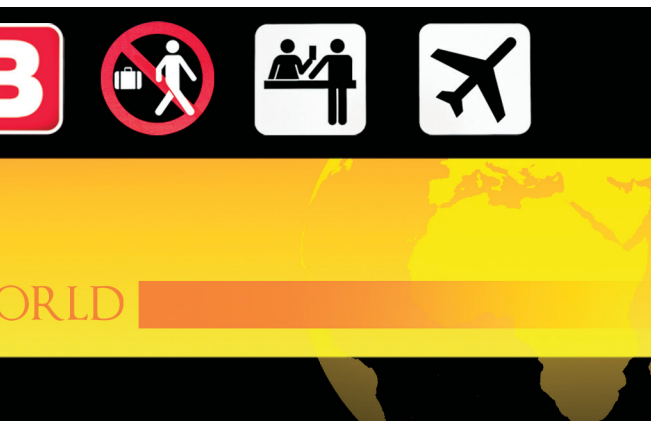
After this new reality set in, I visited local shops to replace my lost hygiene items. Wrinkled *abuelitas* at the



marketplace sold hand-sewn *guayaberas*, traditional mens' shirts in popsicle colors; my host family generously served up beans, rice, plantains, and homemade tortillas everyday; and neighborhood children greeted me with bright smiles.

My new routine, friends I was making, and daily cross-cultural experiences eventually replaced the anxiety of culture shock. The memorable experience replaced the unused possessions in my luggage that had been stowed away in a customs hall. 🌴





KC Launches TravelSmart™

Landes Holbrook

At the Kennedy Center, we are committed to helping all BYU travelers with their health and safety while traveling abroad. Our security team gathers international security, safety, and health information from a variety of government, nongovernment, academic, and in-country sources. We also maintain close contact with other university international programs and The Church of Jesus Christ of Latter-day Saints as they evaluate security for their personnel.

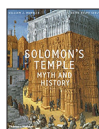
If you are planning to travel abroad, we invite you to look for the TravelSmart™ link on <http://kennedy.byu.edu>. This page and the associated links provide the most important things you should know before you travel abroad. As you consider your travel preparations, please take time to carefully read through the information on this site and implement any suggestions that are pertinent to your international travel destinations and activities. This information will help you understand what travel documents you will need, how to eliminate potential problems, reduce and manage security and health risks, understand cultures and customs, know what to do and who to contact for help in the event of an emergency, and how to adjust once you return home.

We hope you will visit TravelSmart before you travel, and we will be updating it regularly with new information as needed. 🌍



Book List

Faculty picks from our area experts.



Solomon's Temple: Myth and History
William J. Hamblin and David Rolph Seely

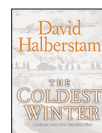
Written by two BYU professors in an accessible style for a general audience, this fascinating volume overviews Solomon's Temple during its 350-year history and the traditions and myths that developed in relation to it during the ensuing twenty-six hundred years. Hamblin and Seely discuss the significance and power of Solomon's temple in later Jewish, Christian, and Islamic belief and practice. Books published by Thames and Hudson are known for containing great graphics, and this book is no exception. There are quality pictures and historic artwork on nearly every page. Temple-oriented Latter-day Saints will find much to learn and enjoy in this well written book. As stated in the book's introduction, "The influence of the Temple of Solomon on history, culture, religion, ritual, music, mysticism, art, and architecture has been enormous" (p. 6).

—Dana Pike, Ancient Near Eastern Studies coordinator

The Coldest Winter: America and the Korean War
David Halberstam

Massive history of the Korean War by one of America's best known and most admired journalists and historians.

—James A. Davis, Asian Studies coordinator



Union of Diversity: Language, Identity, and Polity-Building in Europe
Peter A. Kraus

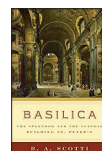
This book investigates the contradictions and challenges of European identity-formation within the context of linguistic diversity. While "national" language has traditionally been a strong marker of political identity, Europe must obviously take a different path. The author challenges the widespread use of English in European institutions while reflecting on policies that would better harness Europe's linguistic diversity as a unique asset.

—Scott Sprenger, European Studies coordinator

Basilica, The Splendor and the Scandal: Building St. Peter's
R.A. Scotti

An enthralling account of the building of St. Peter's Basilica in Rome during the Renaissance. The challenges of Bramante's initial vision of putting the dome of the pantheon on top of the Basilica of Maxentius nearly bankrupted the church in Rome. This led to an increased sale of indulgences and ultimately to the Protestant Reformation. The book is a fascinating recounting of the politics of Renaissance Europe and the powerful personalities of the popes and architects who worked on the basilica. It is also an interesting description of the technical challenges and how they were overcome.

—Kerk L. Phillips, International Relations coordinator



The Space In-Between: Essays on Latin American Culture
Silviano Santiago (edited by Ana Lúcia Gazzola)

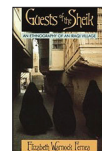
Santiago's book is a broad look at postcolonial literature and culture where dominated cultures—erstwhile Latin American colonies—try to find their voices *through*, not in spite of, the domination they have endured. He examines the interstitial forces at work in the South American continent over the last five hundred years that have become part and parcel of its own identity. Santiago: "America is the excess that marks its own presence. As excess, it is supplementary. The supplement is already more meaningful than the whole (Europe) it supplements—a hypothesis."

—Christopher C. Lund, Latin American Studies, coordinator

Guests of the Sheikh: An Ethnography of an Iraqi Village
Elizabeth W. Fernea

Before the Iraqi Revolution in 1958, Fernea (now emerita professor of English literature, University of Texas) spent the first two years of her married life in a tribal settlement, El-Nahra, outside a village in Southern Iraq, while her husband, Robert, conducted PhD research on irrigation patterns. In this immensely readable book, Fernea, who had never set foot in the Middle East, relates her experiences as she masters life in an Arab village. She tells her story from the vantage point of an outsider, so readers learn about the culture through her missteps and triumphs. Anyone puzzled by news articles on Iraq will gain understanding of Iraqi culture and values through her stories about village life. This book is an excellent starting point to learn about the Middle East and Iraq.

—Donna Lee Bowen, Middle East Studies Arabic coordinator



Brigham Young University
David M. Kennedy Center
for International Studies
237 HRCB
Provo, UT 84602

Nonprofit
Organization
U.S. Postage
PAID
Provo, UT
Permit No. 49

ADDRESS SERVICE REQUESTED



WARNING

This will be your last *Bridges* magazine until you fill out the Alumni Survey!

Please take the survey before Monday, 14 July.

<http://kenedy.byu.edu/alumnisurvey>