

BUSI-1764 Global Entrepreneurship and Innovation

Learning Diary Assignment

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1. Overview

The venture analyzed is Educafro (translated as Afro Education), founded by Friar David Santos, an Ashoka Fellow since 2023. Established in 1997 in São Paulo, Brazil, Educafro is a non-profit association that unites volunteers to advocate for the inclusion of Black and economically disadvantaged people in public universities or private universities through scholarships in Brazil. Its goal is to empower marginalized communities and promote social mobility for poor and Afro-Brazilian populations (Educafro, n.d).

The main service offered by the association includes preparatory courses for university entrance exams. Additionally, Friar David has formed strategic partnerships with private institutions to provide scholarships, such as the Pontifical Catholic University of São Paulo (PUC-SP) and PUC-Rio de Janeiro, with nine partnerships currently in place (Ashoka, n.d).

I consider Educafro an example of social entrepreneurship, as Friar David has been helping the poor and Black communities access education and better work opportunities since the 1980s. Moreover, the association played a key role in the implementation of the Social Quotas Law (Law 12.711/2012) in Brazil, which allocates a portion of seats in federal universities to students from public schools, poor backgrounds and underrepresented racial groups (Ashoka, n.d).

According to Bessant and Tidd, social entrepreneurs are highly driven individuals who address social challenges such as healthcare, poverty and equal opportunities. Their main goal is to create social value rather than personal wealth, although generating wealth can be a byproduct of their efforts (Bessant & Tidd, 2015, p.47).

In contrast to a pure for-profit form of entrepreneurship, Educadro reinvests its surplus funds into its programs, aligning with the Social Enterprise School of thought, specifically Social Business, which reinvests profits for growth without distributing dividends (Costales, 2024). One of the association's key initiatives, Educafrotech, offers unemployed Black youth 3- to 4-month IT training, providing grants and meals to support participation (Educafro, n.d.).

The pre-university course model was designed to be easily replicated in different places, including existing structures such as churches, community centers, schools, residents' association headquarters, etc. (Ashoka, n.d).

These classes prepare students for more than just the subjects required to the entrance exam, addressing topics that cover racial justice, youth self-esteem and the history and significance of Black and marginalized individuals in Brazil. This adaptable approach quickly progressed, spreading to other states such as Maranhão, which launched the 'Pre-NEC' program (Ashoka, n.d).

Educafro addresses neglected needs in Brazil, as Black, brown and Indigenous population have historically faced discrimination, with limited access to quality education at both basic and higher levels, being one of the many legacies of colonialism and slavery (Educafro, n.d).

From my perspective, Educafro cannot be considered an intrapreneurship. As stated by Bessant and Tidd, intrapreneurs demonstrate the motivation and vision to advance innovative ideas within an established institution (Bessant & Tidd, 2015, p.11). Educafro operates independently rather than a project under a larger organization.

Similarly, Educafro is not an ecopreneurship, which is more centered on the personal drive and abilities of the entrepreneur to achieve market success through environmental innovation (Schaltegger, 2002, p.47). The association's primary mission centers on social inclusion rather than environmental sustainability. Lastly, Educafro's activities are currently focused on addressing issues in Brazilian society.

2. Innovation

During the tutorials, my group and I analyzed Calendly's case and found it innovative for addressing a market gap by automating meeting scheduling, eliminating the hassle of back-and-forth emails. Calendly can also integrate with other applications, including Zoom and PayPal. We concluded that this is a product innovation, as it streamlines meeting scheduling (Calendly, n.d.).

I believe Educafro is innovative as it was the first to introduce community-based preparatory courses designed for Black and low-income people with volunteer support in Brazil.

From my perspective, the association demonstrates elements of product innovation in the way it works with volunteers to develop new physical and online

teaching materials. Similarly, I believe Educafro demonstrates an incremental level of innovation by building upon traditional education models to make them more inclusive and accessible (Educafro, n.d.).

In addition, students are encouraged to join public forums and meetings with key officials, such as ministers and governors, to discuss and propose solutions for challenges affecting Brazil's Black and low-income populations. These initiatives set the association apart from conventional education models (Educafro, n.d.).

However, the most impactful aspect of Educafro's innovation is its process innovation, particularly in the way it delivers university preparation and enhances value for its beneficiaries. Moreover, the association, in collaboration with its partner institutions, offers a variety of extracurricular programs, including public speaking, law studies, language learning, and other areas of study (Educafro, n.d.)

3. Internationalization

Educafro best aligns with the Uppsala Model of internationalization, which acknowledges that eliminating risks entirely is often impossible. To minimize the chance of significant losses, companies can take gradual steps instead of making large, abrupt moves (Johanson & Vahlne, 1977) or relying on broad, standardized decision-making rules (McKelvie, Haynie, & Gustavsson, 2011).

If Educafro decided to expand its educational initiatives or advocacy work, the Uppsala Model could guide its gradual growth, by starting with minimal involvement and increasing commitments as it gains experience and understanding of foreign markets (Costales, 2024).

Another important principle of this model is that companies reduce risks by expanding into culturally and geographically closer markets (Johanson & Vahlne, 1977). Friar David is already working to expand the movement internationally, mainly through connections with the Black movement in Colombia (Ashoka, n.d). The expansion of Friar David's movement into Colombia fits with Johanson and Vahlne's (1977) model, as it targets a geographically proximate market with cultural similarities that can facilitate collaboration and understanding.

To conclude, Professor Sylvester (2024) outlined about the different market entry modes in internationalisation. From my perspective, the digital market entry mode is ideal for Educafro, enabling global reach without the need for physical presence.

This cost-effective approach avoids the expenses of setting up offices and classrooms. Additionally, digital platforms offer scalability, adapt content to various languages and engage diverse audiences. Crucially, digital tools correspond with Educafro's mission of providing accessible education and support for Black and underserved communities.

4. References

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