

PREPARED FOR ILAD
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**LOGIC MODEL
LITERATURE
REVIEW**

A LITERATURE REVIEW BY
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LITERATURE REVIEW

Despite concerted efforts fostered by the United Nations' Millennium Development Goals, roughly one billion people were still living below the international poverty line (on less than \$1.25 per day) by the end of 2015 (Romaine, 2019). The apparent intractability of extreme poverty has left scholars searching for answers. For example, economists like Jeffrey Sachs have theorized that it will always be impossible to effect change in global poverty rates without providing foreign aid that can address the "poverty traps" that hinder development efforts (Sachs, 2011).

Such "poverty traps" are often defined in purely economic terms: A poverty trap exists wherever the ability to grow income quickly is small for those with the least amount to invest but significantly greater for those with slightly more to invest (Banerjee & Duflo, 2012). Put another way, when individuals at the bottom of the economic pyramid cannot acquire enough capital to make even small investments that can increase their wealth quickly, some economists believe it is likely that they will remain trapped in poverty.

These decisions about how and whether to invest capital in order to escape poverty have traditionally been assumed to be "rational," or the result of a strictly self-interested calculation of (typically monetary) costs and benefits. More recently, however, behavioral economists have found that these decisions are not quite as "rational" as previously assumed (Baddeley, 2017). Rather, they are often influenced by numerous social and psychological factors in addition to cost-

benefit calculations (Baddeley, 2017).

The social and psychological factors that affect the investment decisions of those at the bottom of the pyramid are nowhere more apparent than among speakers of under-resourced languages. According to linguist and activist, Suzanne Romaine (2019, p. 45), "a vicious circle of intersecting disadvantages pushes linguistic minorities into [the] 'bottom billion'." That is, being a speaker of an under-resourced language is associated with economic, social, and health risks (Romaine, 2019). Speakers of under-resourced languages often live in remote regions and face language barriers that result in more social discrimination, lower self-esteem, and lack of access to quality education, healthcare, nutrition, human rights and civil rights (McDougall, 2007). Thus, when speakers of under-resourced languages want to access these vital resources, they are often expected to leave their own language, culture, and/or community to do so.

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The psychosocial effects of such discrimination lead to a diminished capacity for these groups to better their situations even when they receive outside assistance—if that assistance is not sensitive to the specific issues that they face (McDougall, 2007). According to an independent expert on minority issues for the United Nations Human Rights Council (as cited in McDougall, 2007, p. 333), “without a targeted focus on their needs and rights, [minority groups] will remain disproportionately impoverished. And without a more coherent effort to reduce poverty through targeted strategies that specifically reach out to minority communities, the international community will fail to achieve, or sustain, the important targets set.”

Given this context, International Literacy and Development (ILAD) seeks to promote human flourishing through educational, social, and economic development specifically in language communities that are under-resourced (see organization-wide logic model on p. 4). ILAD employs four core competencies that help them achieve this mission: literacy/education, human language technology (HLT), agricultural development, and business development centers (BDCs). Through ILAD’s work in literacy/education, speakers of under-resourced languages are taught to read and write in the language they know best. Through ILAD’s work in human language technology, technological tools like cell phone keyboards, spell check, autocorrect, and machine translation are created for local languages. Through agricultural development, demonstration

farms are established that can teach new agricultural techniques to small-scale farmers. And through ILAD’s BDCs, aspiring entrepreneurs are trained in business planning and management principles.

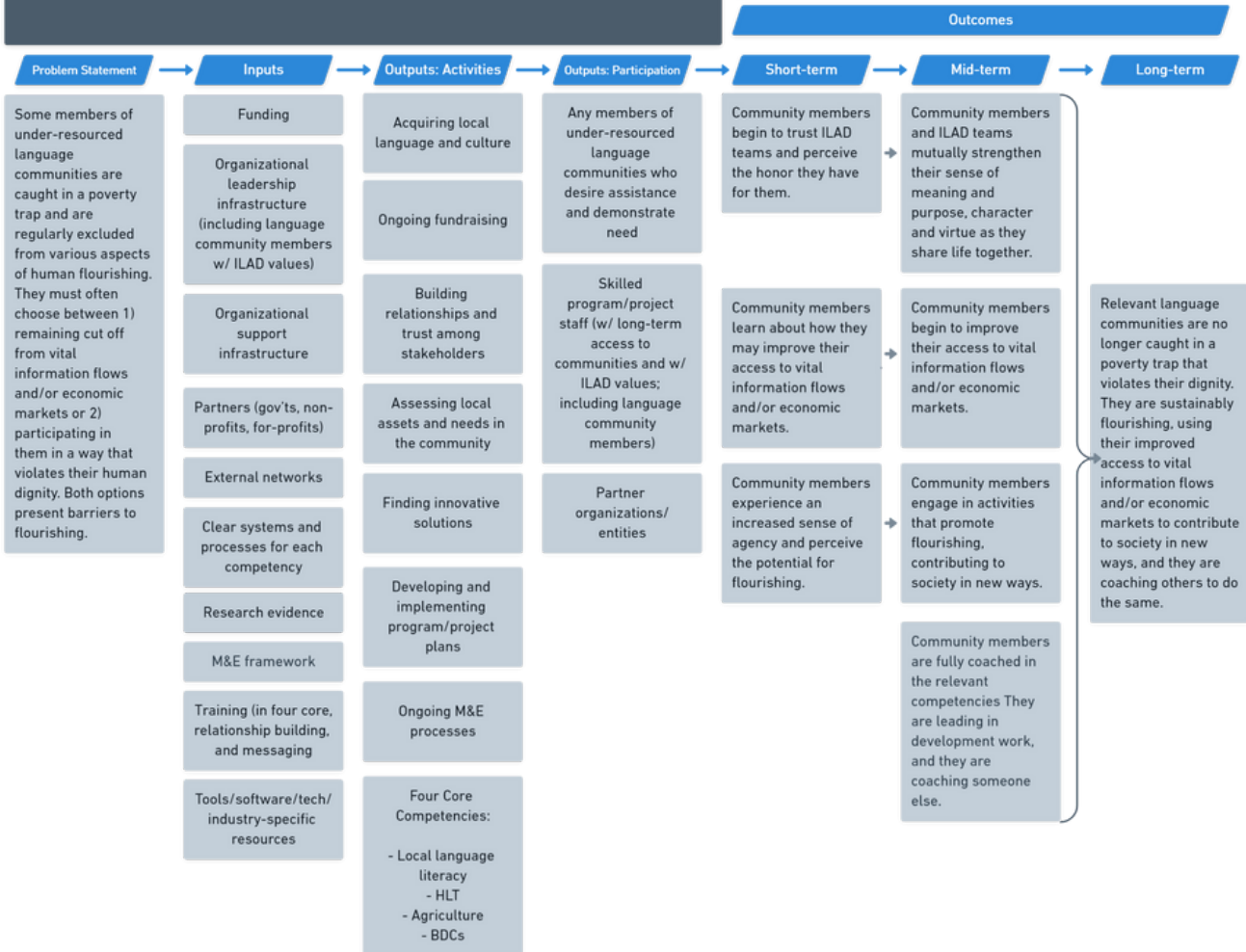
ILAD’s four core competencies strategically address the “intersecting disadvantages” (Romaine, 2019, p. 45) that often exclude speakers of under-resourced languages from 1) vital information flows and 2) economic markets. ILAD’s work in literacy/education and HLT most directly addresses under-resourced language communities’ access to vital information flows, and ILAD’s work in agricultural development and BDCs most directly addresses their access to economic markets. However, ILAD’s work in all four competencies indirectly addresses under-resourced language communities’ access to both.

It is important to note that even when speakers of under-resourced languages are not strictly excluded from vital information flows and economic markets, they are sometimes forced “to participate in ways that undermine their human dignity” (Wydick, 2019, p. 95). For example, when speakers of under-resourced languages have no choice but to leave their own language, culture, and/or community to access vital resources, this can violate the inherent dignity they have because “[t]he dignity of the human person is only truly honored when the person is seen in her uniqueness [and equality]” (Carozza & Sedmak, 2020, p. 27).

LOGIC MODEL

ILAD's Organization-wide Logic Model

Organization Objective:
To promote human flourishing through educational, social, and economic development in language communities that are under-resourced.



Assumptions:

- Partnerships continue and are helpful
- Communities accept our teams
- Certain worldviews are better for redeeming human problems than others
- Progress toward our long-term goal will not be strictly linear but will involve an ongoing, cyclical process of knowledge/belief, behavior, and systemic/environmental change
- The output activities are not listed in sequential order
- Project teams are considering and addressing unintended consequences in their project planning and M&E processes

Definitions:

- "Poverty trap" refers not only to the economic factors that keep people in poverty but also the relational factors
- "Violates their human dignity" refers in part to minority language speakers' potential inability to flourish without leaving their own culture, language, and/or community
- "Contributing to society" refers to a wide variety of activities including running for-profit businesses, teaching literacy classes, etc.
- "Under-resourced" can refer to their resources in language development, economic development, or hope
- "Vital information flows" refers to the information that is exchanged through both literature (Local language literacy) and technology (HLT)
- "Economic markets" refers to the exchange of goods and services for profit via both agricultural (Agriculture) and entrepreneurial opportunities (BDCs or HLT)
- "Human flourishing" refers to doing or being well in the following five domains: a) happiness and life satisfaction, b) physical and mental health, c) meaning and purpose, d) character and virtue, and e) close social relationships (VanderWeele, 2017)

External Factors:

- Access/visas for ILAD personnel
- Government acceptance of our teams
- Government control over access to information
- Civil /political stability
- Extremism (religious or otherwise)
- Family health
- Emotional health
- Spiritual health
- Physical health
- Cultural differences/misunderstandings
- New research on language and economic development
- Groups doing similar work
- Global health crises
- Language attitudes within communities
- Shifting multilingualism
- Functioning and available infrastructure (e.g. internet access, electricity)
- Environmental factors (e.g. natural disasters)

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This foundation of human dignity underlies all of ILAD's work. Human dignity has been defined as "the worthiness of every human being" (Himanen, 2014, p. 293), and this understanding inspires many of ILAD's strategies, including partnerships, holistic development, long-term engagement, asset-based development, and ILAD's focus on under-resourced languages. ILAD believes as some linguists have advocated, "Global development agendas cannot reach the 'bottom billion' without speaking to them in their own languages" (Romaine, 2019, p. 52). This human dignity framework is essential in working with language communities that are under-resourced particularly because of the intersecting disadvantages that have violated their inherent dignity in the past.

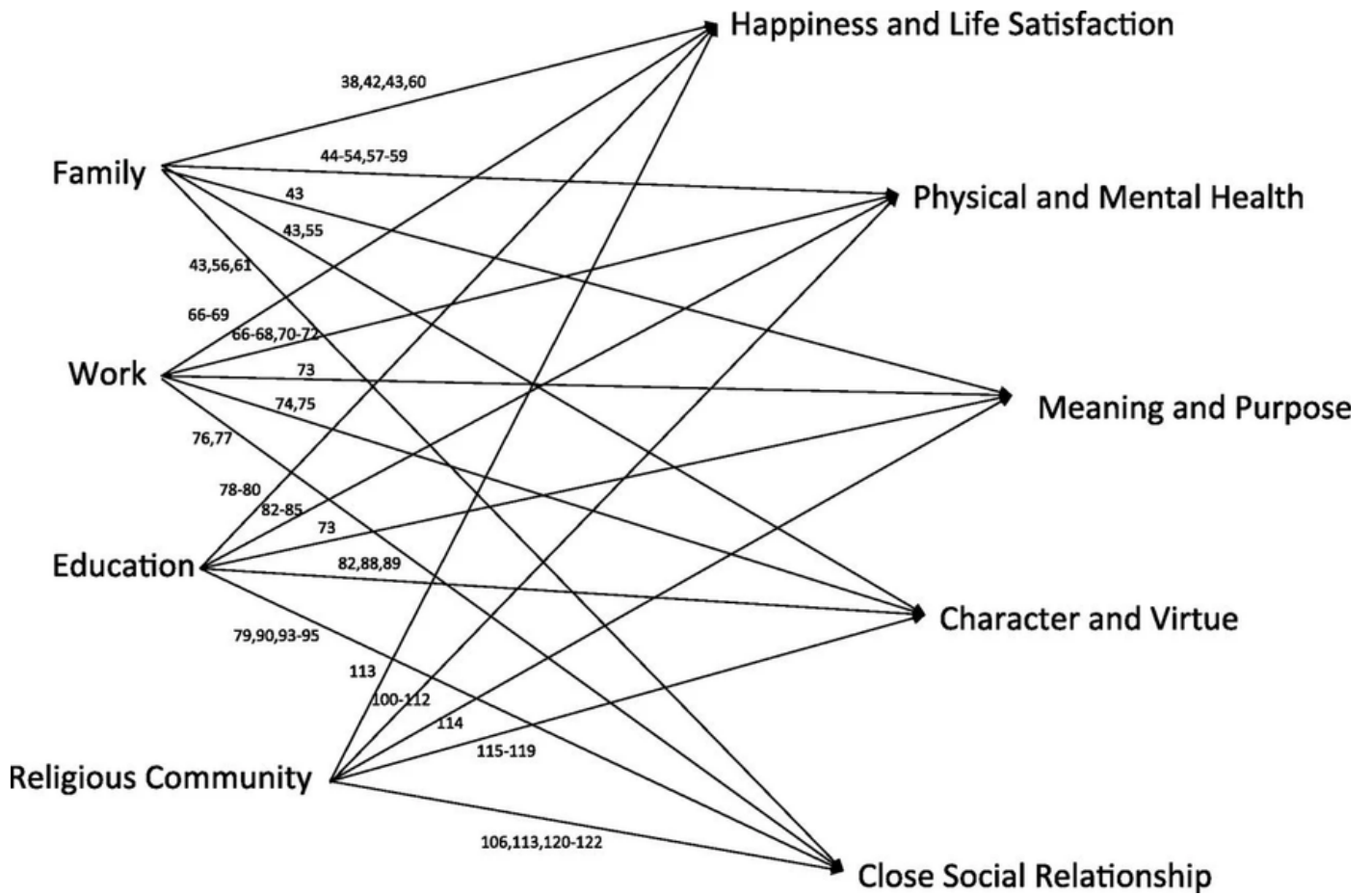
The foundation of human dignity is also what underlies ILAD's pursuit of long-term outcomes like human flourishing as, "The goal of all people's wellbeing requires all people's dignity" (Himanen, 2014, p. 302). As shown in the concept map on p. 6, ILAD conceptualizes human flourishing as doing or being well in the following five domains: a) happiness and life satisfaction, b) physical and mental health, c) meaning and purpose, d) character and virtue, and e) close social relationships (VanderWeele, 2017, p. 8149). Following VanderWeele (2017), ILAD also includes material and financial stability as a means of capturing whether an individual's flourishing might be sustainable.

On the path to long-term human flourishing, ILAD expects to reach both short- and mid-

term outcomes that will contribute to this overall goal. First, ILAD expects that community members will perceive the honor that ILAD teams have for them and will begin to trust ILAD staff. Through these strong relationships, community members and ILAD teams will be able to mutually strengthen their sense of meaning and purpose, character and virtue. ILAD's focus on honor, trust, and relationship building is necessary given that violations to dignity, which present barriers to flourishing, are inherently relational (Miller, 2017). Redressing violations to dignity then forms the foundation of good relationships and "creates conditions for our mutual growth and development" (Hicks, 2016, p. 20). ILAD focuses on meaning and purpose, character and virtue development within these relationships as these have been shown to have a positive influence on the other domains of well-being (Weziak-Bialowolski et al., 2019; Weziak-Bialowolski et al., 2020; Weziak-Bialowolski et al., 2021).

Second, ILAD seeks to provide under-resourced language communities with access to vital information flows and economic markets. As can be seen in the concept map on p. 6, the alignment between this method and its expected outcome of human flourishing has been established by previous research. According to VanderWeele's (2017) review of the literature, there are four pathways that contribute to increased flourishing for individuals: family, work, education, and religious communities. Providing access to vital information flows

CONCEPT MAP



Concept map demonstrating the various pathways to domains of human flourishing (references in superscript are from original source) (Vanderweele, 2017, p. 8151)

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and economic markets directly relates to two of these four pathways: education and work.

Third, though VanderWeele's (2017) conceptualization is focused on human flourishing at an individual level, ILAD also wants to see flourishing between and among community members. Thus, another mid-term outcome of ILAD's work is to see speakers of under-resourced languages using their improved access to vital information flows and economic markets to contribute to society in new ways. As Amartya Sen (1999, as cited in Banerjee & Duflo, 2012, p. 5) has said, "poverty is not just a lack of money; it is not having the capability to realize one's full potential as a human being." Therefore, ILAD projects also foster the ability of under-resourced language communities to contribute to society in new ways, so that these communities are not just recipients of ILAD's services but givers as well (cf. Wydick, 2019).

Fourth, ILAD seeks sustainability in its community development efforts. ILAD projects incorporate strategies for coaching community members in relevant competencies so that they are equipped to lead in the development work. The goal is then to have community members coaching others to do the same so that our projects are self-replicating, and progress is not dependent on ILAD or on any one staff member.

Taken together, ILAD expects that these short- and mid-term outcomes will lead to the

sustainable flourishing of speakers of under-resourced languages. Their flourishing will be manifest not only in their higher levels of self-reported well-being but also in the ways that they use their improved access to vital information flows and economic markets to contribute to society in new ways and coach others to do the same.

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