

# **Family Literacy and the United Nations Peacebuilding Architecture**

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**May 3 2018**

**A Response to the Document  
Resolution Adopted by the General Assembly 27 April 2016  
70/262 Review of the United Nations Peacebuilding Architecture**

This paper is written in response to the document dated 12 May 2016, specific to Agenda Items 15 & 16 on the Resolution adopted by the General Assembly on 27 April 2016. The objective is to advise that recognition be given to the peace building and peace sustaining opportunities that family literacy creates to connect peacebuilding challenges with solutions at the local, regional and global scales.

Family<sup>i</sup> literacy<sup>ii</sup> has become a social science concept that is now ubiquitous as an organizing principle – a way of framing vital programs for children, their families, and communities throughout the world.

Family literacy has evolved into a peaceful way of increasing cohesion and reducing fragmentation by responding to many local, regional and global conflicts that are deleterious to the health and wellbeing and even survival of vulnerable families.<sup>iii</sup>

An analysis of the family literacy initiatives in U.N. member states and 40 years of family literacy research in high poverty urban and rural locations, and in regions of armed conflict and catastrophic events has been used to identify the connections between the 70/262 Review of the United Nations peacebuilding architecture and the impact of family literacy on peacebuilding and sustainable development.

## **Family literacy Initiatives:**

- “Encourage coherence, synergies, and complementarities”
- “Recognize that development, peace and security, and human rights, are interlinked and mutually reinforcing”
- Respond to “the high human cost and suffering caused by armed conflicts”
- Recognize the importance “to save succeeding generations from the scourge of war”
- “Recognize and participate in the struggle to establish a just and lasting peace all over the world”
- “Ensure that the needs of all segments of the population are taken into account”
- “Encompass activities aimed at preventing the outbreak, escalation, continuation and recurrence of conflict, addressing root causes, ... moving towards recovery, reconstruction and development”

- “Stress that civil society can play an important role in efforts to sustain peace”
- “Promote sustained and sustainable economic growth, poverty eradication, social development, sustainable development”
- Support “gender equity and respect for, and protection of, human rights and fundamental freedoms”
- “Recognize also that the scale and nature of the challenge of sustaining peace calls for close strategic and operational partnerships ... (including) civil society organizations, women’s groups, youth organizations”
- “Reaffirm the important role of women in peacebuilding and noting the substantial link between women’s full and meaningful involvement in efforts to prevent, resolve and rebuild from conflict and those efforts’ effectiveness and long-term sustainability, and stressing, in this regard, the importance of women’s equal participation in all efforts for maintenance and promotion of peace and security and the need to increase women’s role in decision-making with regard to conflict prevention and resolution and peacebuilding”
- “Reaffirm also the important role youth can play in the prevention and resolution of conflicts and as a key aspect of the sustainability, inclusiveness and success of peacekeeping and peacebuilding efforts”

Family literacy is used to frame peace enhancing initiatives by most UN Member States and meets the agreed upon Resolution Adopted by the General Assembly 27 April 2016 and outlined in the 70/262 Review of the United Nations Peacebuilding Architecture

Countries including Afghanistan, Nepal, and Sub Saharan Africa offer village based family literacy programs, which seek to develop literacy in the context of community needs such as health, employment and family planning. In some countries family literacy initiatives are designed to reduce gender inequality and family violence, while in other countries family literacy programs focus on the amelioration of psychological and emotional traumas resulting from armed conflict and the support of family members physically disabled by war. For example, family literacy peace enhancing programs have been established to:

- Respond to the needs and concerns about health, employment and family planning (Afghanistan; Albania; Sub Saharan Africa)
- Respond to the psychosocial needs of women (Afghanistan; Egypt)
- Respond to war trauma and PTSD (Afghanistan; Iraq)
- Respond to issues of child labor, family violence, and other life adversities (Afghanistan)
- Establish literacy programs for socially excluded families (Bosnia and Herzegovina)
- Establish literacy and peace education classes for families (Iraq)
- Establish literacy programs, especially for women and girls who want to attend schools and literacy classes in order to lead a peaceful and better life (Iraq; Bangladesh)
- Establish programs empowering rural women to develop literacy skills through the writing and documenting of their own poetry as a cultural resource that is valued both locally and nationally (Yemen)
- Establish programs in low-literacy regions, e.g. with families in the deeply-rural, under-resourced mountain valleys of KwaZulu-Natal (South Africa)

- Create home based programs to engage with families in literacy activities (South Africa)
- Create literacy centers of care for vulnerable children and mothers (South Africa)
- Combat HIV and AIDS through informational literacy activities (South Africa)
- Establish family and community literacy programs for children isolated and needlessly separated from their families (Armenia)
- Encourage family literacy for boys and girls living in poverty by developing basic literacy and using “communication technology” (Azerbaijan)
- Develop family literacy programs for young children working to contribute to family incomes (Bangladesh)

Highlighted here are the family literacy initiatives in UN Member States. Family literacy has also become conduit for the peaceful relocation of refugees and economic migrants in Canada, the U.S., and many countries in Europe, especially Germany and Sweden. In many economically advantaged countries family literacy programs are available, especially for mothers and children learning new languages and life skills so that they can survive and thrive in the new places that have become their home.

Family literacy is also integral to and in keeping with the UN Sustainable Development Goals. A systematic analysis of the family literacy initiatives undertaken by UN Member States indicates that family literacy is used in most countries in ways that are in keeping with the UN Sustainable Development Goals. Most importantly, family literacy initiatives are used to promote just, peaceful and inclusive societies. The focus of worldwide family literacy initiatives on many of the other 17 Sustainable Development Goals (SDGs) is also both remarkable and profound:

- [GOAL 1: No Poverty](#)
- [GOAL 2: Zero Hunger](#)
- [GOAL 3: Good Health and Well-being](#)
- [GOAL 4: Quality Education](#)
- [GOAL 5: Gender Equality](#)
- [GOAL 6: Clean Water and Sanitation](#)
- [GOAL 7: Affordable and Clean Energy](#)
- [GOAL 8: Decent Work and Economic Growth](#)
- [GOAL 9: Industry, Innovation and Infrastructure](#)
- [GOAL 10: Reduced Inequality](#)
- [GOAL 11: Sustainable Cities and Communities](#)
- [GOAL 12: Responsible Consumption and Production](#)
- [GOAL 13: Climate Action](#)
- [GOAL 14: Life Below Water](#)
- [GOAL 15: Life on Land](#)
- [GOAL 16: Peace and Justice Strong Institutions](#)
- [GOAL 17: Partnerships to achieve the Goal](#)

Most family literacy initiatives in UN Member States are conceptually plural, and are focused on ending poverty and hunger, and on promoting good health and wellbeing.<sup>iv</sup> The majority of initiatives have as their mission inclusive quality education, gender equality, climate action, peace and justice, and revitalizing partnerships for the goals. Most include programs especially for girls and women.

Connecting family literacy with peacebuilding and sustainable development will change the ways in which UN member states and civil society think about the future of humanity.

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<sup>i</sup> The family is the originating and only organizing principle that all people share. All other divisions are secondary.

<sup>ii</sup> The concept of “family literacy” originated in the 1970s in my doctoral research and I have been engaged in family literacy research ever since with more than 1,100 scholarly peer reviewed articles referencing my work.

<sup>iii</sup> Both qualitative and quantitative research provide significant evidence of how vital family literacy has become to increasing cohesion and reducing fragmentation within communities.

<sup>iv</sup> A 40-year retrospective of my family literacy research is presented in *From Family Literacy to Earth System Science*. This research has very similar to the global trajectory of the theoretical of use of the concept to promote just, peaceful and inclusive societies.