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INTERNATIONAL LITERACY ASSOCIATION DECLARES HIGH-QUALITY LITERACY INSTRUCTION A HUMAN RIGHT

Newark, Del. (September 9, 2019) — The International Literacy Association (ILA) released a new position statement today declaring that access to excellent literacy instruction is the right of every child, everywhere.

The new statement, Children’s Rights to Excellent Literacy Instruction, is released in honor of International Literacy Day (ILD), which UNESCO founded in 1966 to highlight the importance of literacy in creating prosperous societies. The statement marks the next phase in ILA’s Children’s Rights to Read initiative, which launched one year ago, also on ILD.

“We know that literacy is the foundation of all learning, and yet much work remains to ensure it is given the attention it deserves,” says Marcie Craig Post, ILA executive director. “This next phase of our Children’s Rights campaign draws the connection between literacy and equitable, high-quality instruction—we cannot have one without the other.”

The new position statement was crafted by a global team of educators, researchers, and advocates. The statement focuses on four tenets: the right to knowledgeable and qualified literacy educators; the right to integrated support systems; the right to supportive learning environments and high-quality resources; and the right to policies that ensure equitable literacy instruction.

In addition to the statement, ILA will release four new research briefs, with each expanding upon the critical tenets. The first, which focuses on the preparation and professional development of literacy educators, publishes later this month.

“We know that the most critical component of equitable instruction is the teacher,” says Diane Kern, one of the statement’s principal authors. “For high-quality, excellent literacy instruction to become a reality, we need to ensure our educators are getting the preparation both they and their future students deserve.

“Once they are in the field, that support must continue through both ongoing, high-quality professional development and collaboration among other knowledgeable, highly qualified literacy partners including administrative leaders, reading/literacy specialists, literacy coaches, and literacy coordinators,” continues Kern, who also served as cochair of ILA’s Standards for the Preparation of Literacy Professionals 2017 Revision Committee.

ILA’s Children’s Rights to Read campaign has already garnered the support of thousands of individuals from more than a dozen countries. [Sign the pledge](#) in support of both the original 10 rights and the newly released Children’s Rights to Excellent Literacy Instruction.

To download Children’s Rights to Excellent Literacy Instruction, visit rightstoread.org/statement.

About the Children's Rights Initiative

The Children's Rights to Read initiative was launched by the International Literacy Association (ILA) in 2018, with the goal of ensuring that every child is guaranteed access to the education, opportunities and resources needed to read and learn. The global campaign asserts and affirms ILA's mission of literacy for all and its commitment to achieving this through excellent instruction delivered through highly prepared, highly qualified educators. To learn more about the initiative, download the rights in 16 languages, and read ILA's new position statement on Children's Rights to Excellent Literacy Instruction, visit rightstoread.org.

About the International Literacy Association

The International Literacy Association (ILA) is a global advocacy and membership organization dedicated to advancing literacy for all through its network of more than 300,000 literacy educators, researchers and experts across 146 countries. With over 60 years of experience, ILA has set the standard for how literacy is defined, taught and evaluated. ILA's Standards for the Preparation of Literacy Professionals 2017 provides an evidence-based benchmark for the development and evaluation of literacy professional preparation programs. ILA collaborates with partners across the world to develop, gather and disseminate high-quality resources, best practices and cutting-edge research to empower educators, inspire students and inform policymakers. ILA publishes *The Reading Teacher*, *Journal of Adolescent & Adult Literacy* and *Reading Research Quarterly*, which are peer reviewed and edited by leaders in the field. For more information, visit literacyworldwide.org.

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