

EDUCATION INTERNATIONAL

8th World Congress, Bangkok – 21 – 26 July 2019

RESOLUTION FROM THE NASUWT (UK)

SECURING LGBTI RIGHTS

Congress notes:

1. The central purpose of the United Nations Sustainable Development Goals (SDGs) is to end poverty for all by 2030.
2. Trade unions and civil rights organisations secured the global commitment across national governments to 'leave no one behind'.
3. The work of the joint EI/PSI LGBTI Forum as a formidable global alliance for progressing LGBTI rights.

Congress further notes:

4. LGBTI people have been systematically left behind as a result of national and international policies programmes, discriminatory laws, and the failure to challenge deeply entrenched and negative social attitudes.
5. LGBTI people often experience lower income, worse health, less education.
6. Teachers and students experience bullying and exclusion because they are (or are perceived to be) LGBTI.
7. Many young people drop out of education because of homophobia, biphobia and transphobia.
8. Many teachers are unable to be out in the workplace and are forced to hide their LGBTI status.
9. LGBTI discrimination, victimisation and hatred has a profound, lifelong and adverse impact on the mental health, well-being, careers and life-chances of teachers and students.
10. Development programmes can reinforce the inequalities that LGBTI people face, especially women, or where programmes are not trans-inclusive.
11. Despite worldwide gains in securing the decriminalisation of homosexuality and same-sex relations, progress is slow and 72 countries continue to persecute and criminalise LGBTI people.

Congress believes:

12. All teachers and students should be free to teach and learn in a safe and inclusive environment that respects LGBTI rights;
13. All schools, colleges and universities should be committed to respecting and promoting human rights for all, including LGBTI rights;
14. Ending poverty by securing the SDGs is not possible without a clear and equal commitment to ending discrimination and exclusion of LGBTI people in education and in society.
15. Governments, development organisations and other civil society organisations must ensure that LGBTI rights are addressed explicitly as part of programmes and projects to achieve the United Nations SDGs in 2030.
16. LGBTI rights are human rights and therefore a legitimate trade union issue that should be championed throughout the global trade union movement.

Congress resolves that the EI Executive Board will take action to:

17. Support member organisations in providing information, support and training to challenge homophobia, biphobia and transphobia;
18. Highlight the need for global and national actions to ensure that all teaching curricula are LGBTI-inclusive;
19. Include LGBTI equality in all campaigns for the right to quality education for all children and young people;
20. Assess the impact of the EI programme and budget to maximise EI's contribution to securing LGBTI equality;
21. Press EI's development co-operation partners to ensure that their programmes are fully LGBTI-inclusive;
22. Actively support LGBTI campaigning organisations such as International Lesbian, Gay Bisexual, Trans and Intersex Association (ILGA) and its member organisations in securing equal rights for LGBTI people around the world.

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DRAFT RESOLUTION FROM THE NASUWT (UK)

TEACHERS' MENTAL HEALTH

Congress notes:

1. Quality education is critical to the wellbeing of children and young people.
2. Too many students are denied access to appropriate specialist support for their mental health and wellbeing due to a lack of investment in education.
3. Whilst teachers play an important role in supporting students, they are not a substitute for appropriately qualified and specialist mental health professionals.
4. The mental health and wellbeing of teachers has been affected adversely as a result of job-intensification, a climate of high-stakes performativity in schools, and increasingly precarious terms of employment and working conditions.
5. Teachers' morale and job satisfaction are further impacted adversely by cuts to salaries, poor working conditions, excessive workload demands and other adverse management practices, which, in many countries, are also resulting in fewer people wanting to be teachers.
6. There has been a profound and devastating impact on teachers' mental health in many countries arising from lack of investment in education and as a consequence of policies of economic and financial austerity.
7. Evidence confirms increased incidence of depression, anxiety and teacher suicide exacerbated by poor/adverse management practices and lack of support for teachers.
8. The important endeavour by member organisations in leading campaigns and taking collective action to secure tangible improvements to working conditions and working practices in schools in order to address concerns regarding the mental health and wellbeing of teachers.

Congress further notes:

9. The profound and devastating impact on teachers' mental health in many countries where teachers are subjected to politicised targeting and victimisation by governments, security services and other authorities, including intimidation, arbitrary arrests and detentions, incarceration, torture, beatings and killings.

10. The impact on teachers' mental wellbeing of violence, intimidation and the militarisation of schools.
11. Economic austerity policies and the privatisation and commercialisation of education have, in many countries, resulted in discrimination, scapegoating and exploitation of teachers.
12. Many teachers and students have been displaced from their countries of origin due to armed conflict, violence, sexual exploitation and persecution are in greatest need of support for their mental and physical wellbeing.

Congress believes:

13. Quality education and teachers are central pillars of a democratic society.
14. There is a significant risk to achieving the global commitment education under the United Nations Sustainable Development Goal 4 arising from the failure to recruit and retain sufficient numbers of qualified teachers.
15. Quality education for children and young people requires quality working conditions for teachers and investment in the team around the child.
16. Lack of investment in teachers and other education support professionalism, together with adverse management practices in schools, are major causes of poor mental health issues amongst teachers and students.
17. All teachers and students should be entitled to support for their mental health and wellbeing, and encouraged to access to such support without criticism, penalty or stigma.

Congress resolves that the EI Executive Board will take action to:

18. Continue to advance the ideals, aims and objectives of the Unite for Quality Education campaign, recognising the centrality of the health and wellbeing of teachers and students to achieving the goal of quality education for all;
19. Highlight and support the work of member organisations that are campaigning and taking collective action to challenge unacceptable working practices;
20. Continue to assist and highlight the efforts of member organisations that are taking steps to support refugee and displaced teachers and students;
21. Continue to promote the goal of schools as safe sanctuaries for all;
22. Advocate with member organisations to secure an appropriate national and international index of teachers' mental health and wellbeing;
23. Engage with member organisations to promote the aims of World Mental Health Day.