### C1

#### Teachers becoming tired, workforce is already in a fragile place, the aff excaberates the issue

**Bolton 21.** NewsNation national correspondent and NewsNation Now digital anchor, Frontline workers leaving jobs as a result of pandemic burnout, 05/15/**21**, <https://www.newsnationnow.com/us-news/frontline-workers-leaving-jobs-as-a-result-of-pandemic-burnout/>

 “Many teachers in the United States say they’re quitting after the pandemic, simply because they feel unappreciated, unsafe, and burned out. New data reveals they are not alone; other frontline workers are following suit. But researchers at the University of California, Berkeley say there are ways to keep these essential workers on the job. Bill Mathis taught ninth-grade English for several years until quitting last fall. “I think I had been debating quitting about a year before, but Covid really just put the nail in it for me,” said Mathis. He switched from teaching students to working in Michigan’s newly-legalized cannabis industry. He says he quit because he was worried that he’d get COVID-19 and transmit it to his parents or his girlfriend, who has lupus. “Covid is not the beginning of anything. It is just the harshening of every way that these doctors, nurses, teachers, social workers have been treated,” said Mathis. In 2018, one in five Americans surveyed said they were burnt out at their jobs. About half of public servants — including teachers, firefighters, police, government and social workers — said the same. Researchers at the University of California, Berkeley say anxiety and burnout have gotteneven worse since the pandemic began. This is the biggest contagion spot for COVID in airports “Now, all our recent studies on health workers and other front line workers suggest that burnout is increasing, anxiety is increasing, and so we expect that the rates are going to kind of stay high for public servants for a while,” said Elizabeth Linos, a behavioral scientist at University of California, Berkeley.”

#### Public education is in a fragile place, good educators are necessary, especially on a global scale

World Bank. “Urgent, Effective Action Required to Quell the Impact of Covid-19 on Education Worldwide.” *World Bank*, https://www.worldbank.org/en/news/immersive-story/2021/01/22/urgent-effective-action-required-to-quell-the-impact-of-covid-19-on-education-worldwide.

COVID-19 is wreaking havoc on the lives of young children, students, and youth. The disruption of societies and economies caused by the pandemic is aggravating the pre-existing global education crisis and is impacting education in unprecedented ways. Even before COVID-19 hit, the world was experiencing a learning crisis. 258 million children of primary- and secondary-school age were out of school, and the Learning Poverty rate in low- and middle-income countries was 53 percent – meaning that over half of all 10-year-old children could not read and understand a simple text. In Sub-Saharan Africa, the figure was closer to 90 percent. The COVID-19 pandemic has exacerbated the learning crisis, and the impact on the human capital of this generation of learners is likely to be long-lasting. At the peak of school closures in April 2020, 94 percent of students – or 1.6 billion children – were out of school worldwide, and, still, around 700 million students today are studying from home, in a context of huge uncertainty and with families and schools having to navigate across options of hybrid and remote learning, or no schooling at all.  In the vast majority of countries, there is no end in sight to this uncertainty.  Early evidence from several high-income countries has already revealed learning losses and increases in inequality. Young children are particularly at risk since the pandemic is exacerbating existing disparities in nutrition, health, and stimulation, and services to support these children are too often overlooked in the pandemic response. Most early childhood education institutions are closed. And the unique nature of the pandemic places parents as first-line responders for children’s survival, care, and learning. This places a burden on all families, and especially the most vulnerable. Adding to this global shock to education systems is the negative impact of the unprecedented global economic contraction on family incomes, which increase the risk of school dropouts, and also results in the contraction of government budgets and strains on public education spending. The extended school closures, together with this economic downturn, is a twin unprecedented shock to education. Due to learning losses and increases in dropout rates, this generation of students stand to lose an estimated $10 trillion in earnings, or almost 10 percent of global GDP, and countries will be driven even further off-track to achieving their Learning Poverty goals – potentially increasing Learning Poverty levels to 63 percent.

#### L - The unconditionality of RTS guarantees teachers the right to strike which directly harms public education and seriously threatens access to education, especially in more urban areas,

**Matthews**, Dylan. “How Teacher Strikes Hurt Student Achievement.” *The Washington Post*, WP Company, 28 Apr. 20**19**,

https://www.washingtonpost.com/news/wonk/wp/2012/09/10/how-teacher-strikes-hurt-student-achievement/. Dylan Matthews is a reporter who covers taxes, poverty, campaign finance, higher education, and all things data. He has also written for The New Republic, Salon, Slate, and The American Prospect.

Talks between the Chicago Public Schools and the Chicago Teachers Union broke down yesterday, and now the city's teachers are on strike, just as class was about to start for the 2012-13 school year. Labor will insist that the strikes lead to contracts that attract good teachers who promote student learning in the long-run, while Emanuel notes that the teachers are striking over his proposed evaluation system, which he argues will help achievement going forward. Leaving that debate aside, what does the strike itself mean for students? Nothing good, the best empirical evidence suggests. Two of the best recent studies on the effects of teacher work stoppages and strikes concern labor disputes in Ontario schools in the late '90s and early 2000s. One, by the University of Toronto's Michael Baker, compared how standardized test scores rose between grade 3 and grade 6 for students who lost instructional time because of the Ontario strikes, and for students who were unaffected. Baker found that if the strike happened when a student was in grade 2 or 3, their scores rose by slightly less. But if the strike happened when the student was in grade 5 or 6, their scores rose by a whole lot less. Scores for strike-affected fifth-graders were a full 3.8 percent lower than those for fifth-graders in schools and grades not affected. If that doesn't seem like much, it's 29 percent of the standard deviation (or the typical amount by which students differ from their class average). Wilfrid Laurer's David Johnson studied the same Ontario strikes and also found that they hurt student achievement. Like Baker, he found only small effects for students for whom the strike occurred in third grade, but large effects if the student was in sixth grade. In the latter case, the percentage of students getting a passing score on math standardized tests fell by 0.21 percentage points per day, and the percentage getting a non-failing score across all tests fell by 0.10 points per day. The effects were much more dramatic in poorer and more socially disadvantaged school districts, where overall passing scores went down by 0.35 points per day. Given that strikes typically last a week or more, these results can add up. A nine-day strike, for instance, reduces passing rates 3.15 percentage points. And it's not just Ontario. Michèle Belot and Dinand Webbink, now of the Universities of Edinburgh and Rotterdam, respectively, found that work stoppages hurt student achievement, increased the number of students repeating grades and reduced higher education attainment in Belgium. What's more, studies dealing with teacher absences for reasons other than strikes bolster these findings. A study (pdf) by Harvard's Raegen Miller, Richard Murnane and John Willett tracked the effects of teacher absences while controlling for teacher experience and skill level. They noted that teachers who are absent more regularly may be less motivated and skilled, and so they isolate absences due to poor weather, the idea being that even highly skilled teachers will be absent if the weather prevents them from getting to work. The study found that absences lead to statistically significant drops in student math and reading scores. The drops are lower than those found in the Baker and Johnson studies, but then again, the students in the Harvard study received instruction from substitutes, whereas students in strikes get no instruction at all. Studies by Charles Clotfelder, Helen Ladd and Jacob Vigdor at Duke and by Mariesa Herrmann and Jonah Rockoff (pdf) at Columbia found significant drops in student achievement because of absences in North Carolina and New York schools, respectively, with the latter finding that a lengthy absence had the same effect as replacing an average teacher with one at the 30th percentile. The only recent study (pdf) to find no significant results from teacher strikes was conducted by Harris Zwerling, a researcher at the Pennsylvania State Education Association, the state's largest teacher's union. That study compared Pennsylvania school districts that experienced strikes to those that didn't, and found no difference in outcomes once one controls for demographics and years of teacher service; this is much the same methodology as the Ontario studies. One could argue that because the study focused on U.S. schools rather than Canadian or Belgian ones, it is more directly relevant. But then again, Pennsylvania requires schools to make up lost time due to teacher strikes at the end of the school year, which Canadian and Belgian schools don't. Illinois schools are required to teach 176 days a year, and the union insists that agreements to make up lost school days are traditional in bargaining agreements. But the 176-day requirement is frequently ignored, with 400,000 Chicago school children only attending school for 170 days. So there's a real possibility that the Chicago strike will end up like the Canadian and Belgian ones, with real lost instructional time and big effects on student learning as a result, rather than like the Pennsylvania one, with no lost time and no effect on learning. One last thing — one could protest that all these results rely on standardized testing, which may or may not correlate to real learning. That's fair enough, but there's a bounty of evidence, from Harvard's Raj Chetty (pdf) and Stanford's Eric Hanushek, among others, suggesting that standardized test scores correlate with higher education achievement, lifetime earnings and more. So if the Chicago strike does end up hurting student scores, it could affect their lives for years into the future.

#### IL and ! - Access to education is key to prevent poverty and structural violence

**Human Rights Watch 2016** <https://www.hrw.org/sites/default/files/accessible_document/educationdeficit0616_accessible.pdf>  Human Rights Watch defends the rights of people in 90 countries worldwide, spotlighting abuses and bringing perpetrators to justice.  [RP]

Across the world, more than 120 million children and adolescents are absent from class. In recent years, many countries have been part of international and regional political drives to ensure that all children have access and complete education in the countries that lag behind the most. Such efforts have had some success, with tens of millions entering primary education, and more girls staying in school and pursuing secondary education, improving gender parity in more countries. Yet despite these and other advances, warnings sounded by the UN and global policy experts indicate that the global progress in education has “left behind” millions of children and young people. More children and adolescents are at risk of dropping out of school, and many are at school facing unsuitable learning conditions. Behind this failure stands governments, which bear responsibility for ensuring that no child or young person is without education, and lack of focus—both in implementation and in content—in development agendas on governments’ human rights obligations. This has resulted in an “education deficit”—a shortfall between the educational reality that children experience around the world and what governments have promised and committed to through human rights treaties. This not only undermines the fundamental human right to education, but has real and dire consequences for global development, and entire generations of children. The benefits of education to both children and broader society could not be clearer. Education can break generational cycles of poverty by enabling children to gain the life skills and knowledge needed to cope with today’s challenges. Education is strongly linked to concrete improvements in health and nutrition, improving children’s very chances for survival. Education empowers children to be full and active participants in society, able to exercise their rights and engage in civil and political life. Education is also a powerful protection factor: children who are in school are less likely to come into conflict with the law and much less vulnerable to rampant forms of child exploitation, including child labor, trafficking, and recruitment into armed groups and forces.

#### In conclusion, the access to education is important for vulnerable groups, young girls in dvelong countries who cnat afford losing teachers need education to overcome inequlity,

### C2

#### There are better alternatives to striking that don’t harm education or disrupt work, arbitration, the procress of comin got a compromise in the presence of a nuteral arbitrater, is one such way.

**Chaykowski 19** , Richard P. "Time to Tweak or Re-boot? Assessing the Interest Arbitration Process in Canadian Industrial Relations." Assessing the Interest Arbitration Process in Canadian Industrial Relations (April 4, 2019). CD Howe Institute Commentary 539 (2019). <https://www.cdhowe.org/sites/default/files/attachments/research_papers/mixed/Commentary_539.pdf>

Arbitration, as a form of dispute resolution, is widely used in a variety of workplace contexts, both unionized and nonunionized. In labour relations, arbitration is used to resolve disputes between employers and their employees (and their union) over the terms and conditions of employment as they relate to an existing collective agreement – referred to as rights arbitration. Arbitration is also used to resolve impasses in disputes over the substantive terms and conditions of employment that are normally determined through collective bargaining as the collective agreement expires – referred to as interest arbitration, the focus of this Commentary. (Hereafter, “arbitration” refers to interest arbitration.)

#### Not only is it a better alternative, but it works, looking to Canad we can see the success of arbitration in allowing for drisuptive strikes to end

**Chaykowski 19** , Richard P. "Time to Tweak or Re-boot? Assessing the Interest Arbitration Process in Canadian Industrial Relations." Assessing the Interest Arbitration Process in Canadian Industrial Relations (April 4, 2019). CD Howe Institute Commentary 539 (2019). <https://www.cdhowe.org/sites/default/files/attachments/research_papers/mixed/Commentary_539.pdf>

The significance of arbitration in industrial relations and, indeed, in terms of determining labour market outcomes – including wages – is amply exemplified by its use to resolve high-profile disputes in key sectors. For example, arbitration was used in 2017 to settle a dispute between Ontario colleges and the Ontario Public Service Employees Union, ending a strike that affected 12,000 employees across 24 colleges and disrupted the studies of approximately half a million students (see Kaplan 2017; Pelley 2017). In Ontario healthcare, negotiations between the province and the Ontario Medical Association (OMA) over compensation began in 2017 and, for the first time, the process included both mediation and binding arbitration in the event of an impasse

#### The rights of striking workers should not overrule those of the greater public; legislative and judicial action are necessary, it is unjust to hold those affected by the right to strike hostage by issues they did not cause. Compromising is better than focisng emplyers to listen- all that does is recreate the iolence that they are trying to portest

**Feely 10**

Feely, Joseph J (C. Founded in Boston in 1815, the North American Review is the oldest literary magazine in the US. Published at the University of Northern Iowa (Cedar Falls) since 1968, on six occasions during that period, it has been a finalist for the National Magazine Award (the magazine equivalent of the Pulitzer Prize), and it has twice won the top award in the Fiction category–in head-to-head competition with The New Yorker, Harper's, The Atlantic Monthly, and so on. No other university-sponsored periodical has an equivalent record of achievement. Published five times each year, the NAR is well-known for its early discovery of young, talented fiction writers and poets. But it also publishes creative nonfiction, with emphasis on increasing concerns about environmental and ecological matters, multiculturalism, and exigent issues of gender and class.) “The Right to Strike: Its Limitations.” The North American Review, vol. 191, no. 654, University of Northern Iowa, 1910, pp. 644–51, <http://www.jstor.org/stable/25106661>.

Ordinarily, in the case of an effective strike, but two parties are primarily affected? the employer and the striking employee, though **the public is in the end the party most surely**, if but **in directly, affected by every strike**, for upon the result of the strike depends the transfer of some economic advantage. 1er instance, **if the strike be one to enforce** the familiar demand for **shorter hours or higher wages**, its success means a higher cost of the article produced, and **this higher cost** it can safely be asserted is not long borne by the employer, but **is soon shifted** by him **to the consuming public in the form of a higher price for the article produced. There is**, however, a class of **strikes in which the public is directly affected**, and in the consequence of which it has a paramount interest, as, for instance, **strikes upon public-service instrumentalities** which interrupt commerce, transportation, communication or other utilities **essential to the welfare of the public**. In such a strike the striking employees know that their unrestrained power of interference with the operation of those instrumentalities, which society has created for its welfare and convenience, supported (as are the strikers) by its patronage, and **the consequent annoyance is the most effective weapon which the strikers possess** to coerce the employer into acceding to their demands. The courts have had occasion to give but slight judicial attention to this class of cases lately so menacing to the public. One is frequently met by the statement that what one may do the many may do. That is obviously not true, for the reason that the act of the many is not the same in intention or effect as the individual act. A man may walk down the street as he chooses, but a body of men may not walk down the same street in procession without a permit from the public authorities. Here is a clear illustration that the right of the individual to walk upon the street is subject to the limitation that he may not walk in concert with large numbers, even though he wishes so to do. While the law permits the individual not under specific contract to quit his work arbitrarily and for little or no reason, his right to do this is subject to the limitation that he must not do so at such time or in such a manner as to destroy his em ployer's property or endanger the public safety. For instance, if he were engaged as engineer upon an engine, he would not be justified in quitting at a time when he had such a fire or head of steam on as might, by leaving the engine unattended, cause an explosion and so endanger the public safety or destroy his employer's property. Again, an individual under contract not terminable at will may not lawfully break his agreement, and so to cease work under such circumstances is unlawful. The character of the contract to work for another is such that except in certain peculiar instances public policy does not compel the specific performance thereof by the individual, although still branding the breach as illegal and awarding damages there for. In spite of the somewhat unsettled state of our law in this respect, it is clear that even the right of the individual to cease work is limited: (1) By the paramount right of the body politic to assure its own safety and (2) by the co-equal rights of other individuals. Notwithstanding the existence of these two general restrictions upon the individual's right, the value of freedom of movement and choice among its citizens is considered of such paramount importance to the community that the right of the individual to cease work is regarded as a right higher in degree than most of those rights with which it comes in contact, so that the single person may exercise his right for an arbitrary, absurd or illogical cause, if he will, or for any cause not affirmatively stamped by the law as illegal. At the outset we encounter this striking difference between the status of the individual and that of the group, that whereas the privilege of the individual to work or not, as he sees fit, is treated as of the greatest importance to society at large, the right of the group to strike simultaneously, containing as it does, potentialities of far-reaching harm and destruction to the whole body politic through its many citizens affected, is regarded not as of supreme importance, but only as of equal rank with the privileges of others, and since the exercise of this right almost inevitably works intentional injury to others, those who take upon themselves to invoke its aid are held strictly accountable for its use in a justifiable manner and for a justifiable end. The privilege of using this right to quit work arbitrarily, which we see in the case of the individual, no longer exists in the group, who are permitted to avail themselves of it only when such use can be justified; it cannot be said to be justified when the damage in flicted is out of all proportion to the benefit sought for or when the end striven for is arbitrary or contrary to the accepted law. As the strike by a combination of individuals must be acts of individuals plus the effect of concerted action, the combination must of necessity be subject to such limitations as apply to individual action, and also to such limitations as are peculiar to the resulting action of the combination, for the reason that the power of concerted activity is essentially so different and so vast, and its use so infinitely more coercive in comparison with individual effort, that its exercise in the same manner as that allowed to individual activity would completely overshadow resisting endeavor on the part of citizens acting severally. Clearly, then, the right to use such enormous power, a power derived from the very existence of organized society, must of necessity be a qualified privilege which can only be taken justifiably or reasonably with due regard to the rights of that society which makes its exercise possible, and not in such a manner as directly or intentionally to injure or unnecessarily interfere with or oppress the public. In a recent case the Supreme Court of Massachusetts said:\* " There is a fact which puts a further limitation on what acts a labor union can legally do. That is the increase of power which a combination of citizens has over the individual citizen. Take, for example, the power of a labor union to compel by a strike compliance with its demands. Speaking generally, a strike to be successful means not only coercion and compulsion, but coercion and compulsion which, for practical purposes, are irresistible. A successful strike by laborers means in many if not in most cases that for practical purposes the strikers have such a control of the labor which the employer must have that he has to yield to their demands. A single individual may well be left to take his chances in a struggle with another individual. But in a struggle with a number of persons combined together to fight an individual the individual's chance is small, if it exists at all. It is plain that a strike by a combination of persons has a power of coercion which an individual does not have." The result of this greater power of coercion, on the part of a combination of individuals, is that what is lawful for an individual is not the test of what is lawful for a combination of individuals; or to state it in another way, there are things which it is lawful for an individual to do which it is not lawful for a combination of individuals to do. exist only for the purpose of promoting a cause in the first class and to be non-existent where the cause falls within the second division. Some instances in which such combinations were found to be for an unjustifiable end, hence an unlawful purpose, are Where the object was: 1. To secure a monopoly of a trade or calling. 2. To create or maintain a closed shop. 3. The sympathetic strike. 4. To procure the discharge of a workman because he does not belong to an organization. 5. To induce the violation of a contract on the part of a third person. 6. To violate the actor's contract. 7. To enforce the collection of a fine on an employee levied for the purpose of compelling him to join in a strike. 8. To force upon the employer rules for arbitration made wholly by the union. 9. Improper interference with the right of the employers to have access to a free labor market. It will be noticed that courts have largely had to consider such combined action as dealt with the interference of co-equal rights of the other individuals. The courts have said that "in this, as in every other case of equal rights, the right of each individual . . . may be said to end where that of another begins." The right to labor is the primitive right of man; deny it to him and the right to live is denied. The right to labor includes the right to dispose of one's labor. The right to dispose of one's ]abor with full freedom involves the correlative duty on the part of others to abstain from any obstruction of the fullest exercise of such rights. The denial of this right not only affects the individual, but is an attack upon the public welfare and so is against public policy. For both of these reasons, therefore, the court will enjoin any unjustifiable infringement of this right. Thus far have the courts gone in interpreting and applying the law for the preservation of individual rights, in defining what limitations shall be applied to combined action which interferes with co-equal rights of others as individuals. The application of the same principles would seem adequate to protect the public from the consequences of much of the hasty, inconsiderate, or improper concerted action in those cases where such action vitally affects the public welfare. Certainly the interest of the public should have as prompt and as effective consideration and protection as those of the individual or group of individuals **The right of the body politic to assure its own safety is the highest conceivable right**. Why should not the concerted action of large bodies of men deriving their income from the patronage of the public, tending directly to public injury, be subordinated to the paramount right of the body politic to assure its own safety ? **Why should the lesser rights be protected and the greater right be subjected to unrestrained attack ? Such paramount right of the public would seem to be a sufficient justification for legislative action** creating tribunals to which matters growing out of industrial disputes involving the public welfare should be left for compulsory arbitration and settlement, as soon as the creation of such a tribunal be deemed expedient. Until such a method of controlling this sort of industrial strife be created, **it will be the duty of courts to interfere**, whenever it is shown, in due course of legal procedure, that the public safety or welfare is threatened **to determine not only the legality** of the issues involved, **but also whether** in any event **the concerted action is** such as is **likely to endanger the public safety or welfare, and if** such be **found to be** a **fact**, then by their man date to **prohibit such** arbitrary **concerted action on the part of any group of men.**