**Solvency Deficit**

#### Employers spend $340 million dollars on consultants to help them prevent strikes

**Lafer**, G., & **Loustaunau** , L. (20**20**). (rep.). Fear at work An inside account of how employers threaten, intimidate, and harass workers to stop them from exercising their right to collective bargaining. Economic Policy Institute. Retrieved from https://files.epi.org/pdf/202305.pdf //ear

Even when **employers** obey the law, they **rely on a set of tactics that are legal under the NLRA but illegal in elections** **for** Congress, city council, or **any other public office**. **A $340 million industry of “union avoidance” consultants helps employers exploit the weaknesses of federal labor law** **to deny workers the right to collective bargaining**.

#### **Employers prevent union elections**

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Finally, **even when workers vote to unionize** **and that vote is legally certified** by the NLRB, **employers often continue to deny these employees the right to collective bargaining** by refusing to negotiate a contract. As illustrated in the second of the case studies below, **this can be accomplished through both illegal and legal means**, **including legal tactics that create multiyear delays**, causing workers to lose faith in their own power and often leading activists to quit the employer. Again, **the norms** of American democracy **require that winning candidates assume their positions at the appointed time;** if there are challenges about the election, these are addressed at a later time, but legal delaying tactics cannot be used to perpetuate an incumbent’s rule after voters have elected to replace the incumbent with a challenger. But under the National Labor Relations Act (NLRA), even when employees vote for collective bargaining, the outcome of this vote may not be implemented for years, if at all.

#### **Employers hold mandatory anti-union rallies, and hold the ability to fire any “disobedient” union employees.**

**Lafer**, G., & **Loustaunau** , L. (20**20**). (rep.). Fear at work An inside account of how employers threaten, intimidate, and harass workers to stop them from exercising their right to collective bargaining. Economic Policy Institute. Retrieved from https://files.epi.org/pdf/202305.pdf //ear

**NLRB elections are** fundamentally **framed by one-sided control over communication**, **with no free-speech rights for workers. Under current law**, **employers may require workers to attend** mass **anti-union meetings** as often as once a day (mandatory meetings at which the employer delivers anti-union messaging are dubbed “captive audience meetings” in labor law). **Not only is the union not granted equal time,** but **pro-union employees** may be required to attend on condition that they not ask questions; those **who speak up** despite this condition **can be legally fired on the spot**.19 The most recent data show that nearly **90% of employers force employees to attend such** anti-union campaign **rallies**, with the average employer holding 10 such mandatory meetings during the course of an election campaign.20

#### **There are no consequences under NLRB for employers that break the law**

**Lafer**, G., & **Loustaunau** , L. (20**20**). (rep.). Fear at work An inside account of how employers threaten, intimidate, and harass workers to stop them from exercising their right to collective bargaining. Economic Policy Institute. Retrieved from https://files.epi.org/pdf/202305.pdf //ear

Workers’ inability to secure union representation is in large part a product of the rampant lawlessness that characterizes NLRB elections, made possible by the absence of meaningful penalties under the law. In elections for Congress, those who violate elections 4 law may face fines, imprisonment, or loss of commercial licenses. But **in NLRB elections, even employers who willfully and repeatedly break the law by threatening employees, bribing employees,** **destroying union literature, firing union supporters**, **or lying to federal officials** in an effort to cover up these deeds **can never be fined a single cent**, **have any license** or other commercial privilege **revoked**, **or serve a day in prison**. As a result**, it is not merely rogue employers who violate workers’ rights** under law, **but many mainstream employers** who decide it is worth breaking the law in order to intimidate employees out of organizing a union.

#### Aff can't solve:

#### Employers invest 340 million in prevention

#### Employers destroy unions

#### Employers have no consequences for breaking the law

**Education DA**

#### UQ - Teachers becoming tired, workforce is already in a fragile place

**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.”

#### UQ - Public education is in a fragile place, good educators are necessary.

<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.

**Interest Arbitration CP**

#### CP Text: Employees should have the right to request a government-mandated interest arbitration session, to renegotiate contracts and wages.

#### Arbitration is the resolving of a conflict through a neutral arbitrator

American Bar, A. **American Bar Association.** **(n.d.).** https://www.americanbar.org/groups/dispute\_resolution/resources/DisputeResolutionProcesses/arbitration/.

**Arbitration is a private process where disputing parties agree that one or several individuals can make a decision about the dispute after receiving evidence and hearing arguments**. Arbitration is different from mediation because **the neutral arbitrator has the authority to make a decision about the dispute**. The arbitration process is similar to a trial in that the parties make opening statements and present evidence to the arbitrator. **Compared to traditional trials, arbitration can usually be completed more quickly and is less formal.** For example, often the parties do not have to follow state or federal rules of evidence and, in some cases, the arbitrator is not required to apply the governing law.

#### Interest Arbitration is a legislative reworking of contracts

**Anderson**, A., & **Krause**, L. A. (19**87**). Interest Arbitration: The Alternative to the Strike. Fordham Law Review, 56(2), 153–179.

**Interest arbitration is a process in which the terms** and conditions **of the employment contract are established by a final and binding decision of the arbitration panel**.' It differs from grievance arbitration, which involves the interpretation of the employment contract to determine whether the conditions of employment have been breached.2 Thus, **interest arbitration** essentially is **a legislative process**, while grievance arbitration essentially is a judicial process. The following anecdote is a useful starting point for understanding the significance of interest arbitration.

#### Either the right to strike or interest arbitration is needed for collective bargaining, and interest arbitration doesn’t link to the disadd or solvency deficit

**Anderson**, A., & **Krause**, L. A. (19**87**). Interest Arbitration: The Alternative to the Strike. Fordham Law Review, 56(2), 153–179.

It is our view that **either the right to strike or interest arbitration is needed to make collective bargaining work**. The success of collective bargaining requires only one of these alternatives**. The fact that the right to strike is banned' 6 in all cases where interest arbitration is required by statute 17 bears out this point**. **In those states that have adopted interest arbitration, illegal strikes are virtually nonexistent.** Undeniably, in some cases the strike weapon can be extremely effective in obtaining bargaining rights for employees as well as in achieving contract gains. Unfortunately, however**, a strike can result in the self-immolation of those employees without the power to strike effectively."**8 Moreover, even **states** that **have sanctioned the right to strike for some public employees** **have not done so** for police, firefighters and other **categories of employees who have the power to threaten** seriously **the health and safety of the community** if they strike. 9 We submit that **interest arbitration enables all employees to achieve favorable employment contract terms** 20 by offering an alternative to the strike that similarly stimulates bargaining.

#### NET BENEFIT: 1 - No link to the DA, no shutdowns of work 2 - No link to the solvency deficit, arbitrators are neutral and federally protected 3 - Also prevents unreasonable worker demands 4 - Reveals unfair work practices directly to federal employees

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