



16th Trinational Coalition Conference in Defense of Public Education

Host Union: San Antonio Alliance of Teachers and Support Personnel

Political Declaration, Agreements and Resolutions

From November 8-10, 2024, 113 representatives of educators' unions, student groups, and social alliances, and academics from post-secondary institutions, belonging to 31 organizations from 14 states and provinces in Mexico, the United States and Canada met in San Antonio, Texas to analyze the situation of the education sectors in our three countries, share experiences of struggle and agree on actions to defend and teach our rights.

Our debates were located in the current critical global economic and political context, with problems of economic growth and extreme inequality in the distribution of the wealth generated by the workers of our nations. Added to this is the growth of the new right, and the emergence of different expressions of the ultra-right, in the dispute for power in our countries. These groups may or may not be in government, but they seek to gain ground and impose their strategies of control in all areas. The New Right has a particular interest in education, as a shaper of values and social conscience.

We arrived in San Antonio, Texas, just three days after Donald Trump's triumph in the U.S. presidential elections, following a campaign based on xenophobia, racism, hatred of migrants and gender-diversity, and amid threats of mass deportations and the continuing support for the State of Israel's war against the Palestinian people, a genocide that has been going on now for more than a year.

Three central concerns arose from our analysis and deliberations:

- 1) How to strengthen the resistance and develop strategies that address the deep economic and environmental crisis and the threat of a world war, in the midst of a permanent campaign against public education, teachers, and their unions?
- 2) How can educators take collective responsibility to create inclusive and just learning environments that foster equitable and culturally sensitive practices, build solidarity, and empower students to fight for their rights and the democratization of their societies?
- 3) What actions should be taken in the short and medium term to strengthen, broaden and deepen ties with communities and social solidarity organizations that allow us to strengthen public education systems across the hemisphere?



The agreements presented here emanate from the depth of the analysis, the richness of the proposals and the commitment of participating organizations to build a lasting solidarity that grows in influence and is expressed in multiple ways¹.

This solidarity is strengthened and challenges the privatization policies of dispossession of rights promoted by the large financial groups, by sharing common agendas of struggle, implementing campaigns that dispute education content by promoting critical, formative teaching, strengthening a public education that teaches children and youth to think critically and generates links that empower us to act locally, regionally and nationally, from an internationalist perspective.

Conclusions and Agreements

Although there are structural, cultural and historical differences between our countries that generate different characteristics in the educational systems and policies implemented by governments of different tendencies, we identify common points:

- Two measures of neoliberal policies persist: Budget restrictions accompanied by public subsidies to private schools or the private sector, for example, charter schools and school vouchers.
- This has an impact on the growing deterioration of working conditions and teaching-learning processes, low wages, and the intensification and lengthening of working hours. Particularly serious is the growth of temporary hiring without security or benefits, an action that translates into the control of workers through the fear of losing their jobs if they participate in union activity or if they protest against the measures of the employers. This also serves to divide education workers.
- Online education, dressed in the discourse of modernity, is now a real threat in all three countries, and is increasingly an instrument that governments use to show that they are meeting the demand for access to education. This is particularly the case in secondary and post-secondary education. With it, they can reduce the cost of education and impoverish the education process.

¹ All the materials of the conference, including the reports, of the 6 workshops and the final plenary are available to attendees and those who want to use them, on the page: <https://coalicintrinacional.org/mx/index.php>



- The attack on the teaching profession seeks to reduce teachers to instructors, limiting academic freedom, persecuting those who express opinions in defense of rights, whether they are their own rights, those of communities, migrants, indigenous peoples, Afro-descendants, LGBTIQ+, or against the genocide in Gaza and war.
- Elements that have worsened in the last two years and that make it difficult for education workers to do their work, is the harassment that hate speech represents, of disqualification of the other, but accompanied by a discourse on "liberty", justifying the interference of right-wing groups seeking to censor historical and cultural education content that undermine a knowledge based on science.
- The constant attack on our union and social organizations is another common feature. In the last two years, the refusal to negotiate in good faith our collective agreements and standards on working conditions has become more acute, ignoring labor rights we had won.

The labor unions and social organizations of teachers, students, researchers and support workers, attendees of the 16th Conference of the Trinational Coalition in Defense of Public Education, recognize the importance of collective action from an internationalist perspective. We are convinced that education is a social right and that "a strong system of public education is vital to maintain the social, political and cultural needs and heritage of our peoples. A strong public education depends on the democratic, pluralistic and participatory management of our educational institutions, and on a healthy society."²

That is why we resolve to:

1. Maintain a common agenda of struggle. Deepen the creation of coalitions of unions and strengthen community coalitions. We will increase exchanges of students and educators.
2. Organize tri-national political training schools.

² Olympia Declaration, January 31, 1993, Founding Conference of the Trinational Coalition



3. Promote a tri-national pedagogical movement as a way to share the educational alternatives that we have developed as democratic movements of education workers, which demonstrate other ways of thinking, living and showing solidarity.
4. Improve our communications, using all the digital media at our disposal, make a film about the experiences of struggle and the history of the Trinational Coalition.
5. Develop a series of posters for classrooms on anti-racism, pro-community, and environmental justice issues.
6. Generate groups that identify actions we are developing in our schools and in our unions to stop environmental devastation, including proposing laws in this regard.
7. Support the 32.2 million immigrant workers in the United States³ - of whom some 3 million are union members⁴ - calling on education and other unions to speak out for their right to remain in their communities.
8. Promote "sanctuary" schools and cities, as has been done in Chicago and Los Angeles.
9. Hold webinars in the 2024-2026 period on topics that were analyzed in the 16th Conference workshops: curricula, privatization, the tendencies of the New Right, academic freedom, etc.
10. Demonstrate on May 1, 2025 in the three countries, raising our common agenda of struggle.
11. **Prepare a great tri-national mobilization- a general strike - for 2028, beginning now with actions that help us get there, including organizations and encouraging the participation of academic, student and grassroots communities.**
12. **As part of these tasks, the 17th Trinational Conference will be held in Toronto, Ontario in 2026, hosted by the Ontario Secondary Schools Teachers' Federation.**

³ [How many immigrants are in the American workforce? | USAFacts](#)

⁴ [jec-report-on-immigrants-and-unions.pdf](#)



Special resolutions

1. The delegates to the 16th Trinational Conference in Defense of Public Education condemn Israel's war and genocide against Gaza and demand the withdrawal of Israeli troops.
2. The delegates to the 16th Trinational Conference in Defense of Public Education stand in solidarity with Argentine teachers and students in the face of the policies of devastation of social rights, of the far-right president Javier Milei.
3. The delegates to the 16th Trinational Conference in Defense of Public Education support the Coalition of Indigenous Teachers and Promoters of Oaxaca in its demand for respect for their organization and the immediate allocation of additional positions for the central committee of the 21st Oaxaca headquarters CMPIO Pilot Plan.
4. The Trinational Coalition will encourage a meeting of teachers in Baja California (Mexico) to discuss and explore solutions for the education needs of immigrant children in all three countries.
5. Support Teachers in Los Angeles who have been “Doxed⁵” - The Trinational Coalition will send a letter to the Los Angeles School District Superintendent, Alberto Carvalho, calling for an end of the harassment of teachers who are being doxed publicly through social media and phone calls to their bosses for their support with Palestinian Ethnic Studies and for participating in actions calling for a ceasefire in Gaza and an end to the genocide of Palestinians.

⁵ Doxing is the act of revealing personal information about someone online without their consent. It can include information such as the victim's real name, home address, workplace, phone number, financial information, and other personal details...Doxing is typically a malicious act used against people with whom the hacker disagrees or dislikes. The motivations behind doxing can vary from personal revenge to political ends. [Florida State University].