# New Global Learning



Exercise Book

# New Global Learning

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We also want to acknowledge and are grateful to all of our volunteers who tested and gave feedback on these materials throughout the project.
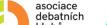
This project supports the production of:

1. Training modules for youth workers and trainers;
2. A youth worker toolkit on approaching contemporary issues;
3. A digital learning environment.

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# Introduction and Toolkit Pedagogy

How to use these tools to teach global citizenship through debate

Before you, you find a toolkit with lots of nifty tools and tricks to help young people explore global issues through debate. Just as you wouldn't start hammering blindly when opening a toolkit, so the instructions in this pedagogy toolkit are vital to help you get the most out of the materials provided.

We start by giving you an overview of what is in the toolkit, and how it relates to other materials that were developed by the project "New Global Learning". We then look at the unique benefits of debate education, why it works and what conditions you want to meet as an educator. We then zoom in on this specific toolkit and how you can use it with young people.

## What is the New Global Learning project?

Global citizenship education is vital for today's youth. It teaches understanding, respect, and cooperation across cultures. By exploring global issues, young people become more aware and responsible. It empowers them to make better decisions, fostering tolerance and inclusivity. Global citizenship creates engaged citizens for a better, more connected world.

By providing youth workers with a set of methods, case studies, and exercises, we enable them to help bring global citizenship education in practice. This project builds on existing global learning guidelines by incorporating innovative and digital methods to create practical training modules and toolkits.

The specific educational focus we us is called "debate education". Debate education helps develop critical thinking and communication skills. It encourages open-mindedness and understanding of different perspectives. It is proactive and collaborative.

## What's in this box?

In this box you find three big things:

| Topic: Globalisation, wealth, and poverty | Topic: Climate and Sustainability | Topic: Religion, Identity, Migration, and Border Crossings | Topic: News, Noise, and Neutrality |
|---|---|---|---|
| The Global South and the free market | Climate reparations | Lessons of religions in school | Fake news and social platforms |
| Deindustrialisation in the Global North | Geo-engineering | Mandatory diversity trainings in companies | State-funded media should not exist |
| Chinese investment in the Global South | Biodiversity and management of endangered species | Cultural integration of refugees in the EU | Political campaigning on social media |
| Economic migration to the Global North | Adaptation or mitigation strategies for climate changes | Human trafficking and its causes | Fairness doctrines |

1. An overview of Thinking Models and Strategies that people want to master if they want to get better at debating;

2. A set of case studies on a wide variety of different topics related to global citizenship

3. A set of worksheets on each Topic to help students build their analytical skills

## What are in the other boxes?

The project includes two other sets of tools for you.

1. Training Modules, or content manuals, that give you a better conceptual and factual understanding of the topics discussed. These manuals come equipped with exercises that help students get that same level of understanding. You can see the Toolkit as helping students build analytical skills, and the Manuals as helping students be better-informed.
2. A digital learning environment, where the materials in the manuals are presented for individuals to learn at their own pace. This environment can supplement work in the groups, or be an alternative if there's no group around for you to learn.

# Why debate education?

Debate education has long been recognized for its ability to foster critical thinking, collaborative skills, and good citizenship. Engaging in debates helps students develop essential skills that can lead to a lifetime of educational and social success.

## Outcomes of debate education

### Critical Thinking

One of the most significant benefits of debate education is the development of critical thinking skills. Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information.Many studies have found that students who participated in debate programs exhibited improved critical thinking skills compared to their non-debating peers, because debate helps scaffolding students' thinking in collaborative and analytical settings.

### Collaborative Skills

Debate education also helps students develop collaborative skills. As participants work together to build and defend their arguments, they learn the importance of cooperation, communication, and active listening. By engaging in debates, students learn to respect diverse opinions, negotiate, and find common ground, which are invaluable skills for working in group settings and navigating a diverse workforce.

### Active Citizenship

In addition to academic benefits, debate education plays a vital role in promoting active citizenship. Debate encourages students to develop a sense of social responsibility and global awareness, as debaters are exposed to various local and international issues.

## In what way does debate education achieve these outcomes?

Lets see how debate education achieves those aims, and what you need to have in place during a debate session. Here are a few mechanisms present in most forms of debate education:

1.  Active learning: Debate education involves students in active learning, where they must engage with the material, think critically about it, and apply it to real-world situations. Crucially, active learning often increases the level of students' motivation.
2.  Structuring and scaffolding of information: As students practice debate, they learn to analyze and reorganize information in order to construct persuasive arguments. This process of cognitive restructuring enables them to view problems from different perspectives, fostering intellectual flexibility and problem-solving skills.
3.  Practice and reinforcement: Debate education offers students the opportunity to practice and reinforce their critical thinking, research, writing, and public speaking skills. Through repetition and exposure, students gradually improve their abilities and gain confidence in using these skills in various academic and professional contexts.
4.  Social interaction: Debate is inherently a social activity that requires participants to engage with others, consider different viewpoints, and respond to opposing arguments. This process helps develop important social skills, such as active listening, empathy, and negotiation, while promoting tolerance and respect for diverse opinions.

Building blocks of debate sessions

Debate education offers a few building blocks that are always present in order for these mechanisms to occur. These building blocks are independent of the specifically chosen debate format (such as Worlds Schools, British Parliamentary, or Lincoln-Douglas).

1.  Clear objectives and expectations: Establishing clear objectives and expectations for students is crucial. You should communicate the purpose of the debate activities and explain the skills they aim to develop for each specific session. For advanced students who have internalised the complex set of requirements that are involved in scoring a debate format (such as matter, manner, and strategy), feedback can follow some multiples of these lines. For students who are not as far along their debate journey, you want to tailor your objectives to specific goals.
2.  Structured format: A well-structured debate format, such as the Worlds Schools Debating Championship format, provides students with a framework to organize their arguments and follow the flow of the debate. This structure fosters logical and coherent arguments while promoting an orderly and respectful exchange of ideas. However, the complexities of debate formats mean that they are not always the best avenue for teaching debate skills.

3. Skill development: Instructors should explicitly teach skills such as critical thinking, effective communication, active listening, and collaboration. Integrating activities that focus on these skills, such as brainstorming sessions, rebuttal exercises, and group discussions, will help students find a better way to specifically hone their skills.
4. Topic selection: Choosing relevant and engaging topics is essential to pique students' interest and stimulate intellectual curiosity. Topics should be debatable, challenging, and fair. Topics can be student-generated, or selected by you - if you have a good grasp on what your students may find interesting. Topics selected in this toolkit have been chosen by educators who have a large amount of experience working with young people in these areas.
5. Research and preparation: Effective debate education requires students to conduct thorough research and prepare their arguments. You should provide guidance on research methods, credible sources, and argument construction. Emphasizing the importance of evidence-based arguments and acknowledging counterarguments will help students develop well-rounded perspectives.
6. Feedback and assessment: Providing constructive feedback and assessment is essential for student growth. Instructors should offer personalized feedback on students' strengths and areas for improvement. Implementing a fair and transparent assessment rubric can help track progress and measure the effectiveness of the debate education program.
7. Encouraging a supportive environment: Fostering a respectful and inclusive atmosphere is crucial for effective debate education. You should emphasize the importance of active listening, empathy, and mutual respect during debates, while also promoting open-mindedness and the value of diverse perspectives. Debating can be seen as a stressful activity, and we are less receptive to new information and learning experiences when we are stressed. Supportive environments and positive feedback helps bring a feeling of safety for students.

From these seven building blocks, you can determine that a session should always include:

1. A learning goal for the lesson that is tailored to a specific skill or set of interrelated skills that you want your students to improve upon;
2. An exercise or set of exercises that help students hone these specific skills;
3. A guideline or rule that students should hear, uncover, understand, ingratiate, or master that helps them develop these skills;
4. A supportive environment and positive teacher that is motivated to help students on their path.

## Analysing the tools in this box

As mentioned above, debate education is an awesome but challenging tool. The need we identified is to help bring down the complexity of teaching debate, which is often done by focusing on practicing competitive debate formats. Moreover, we see that debate involves challenging concepts and themes that students may not have much prior knowledge or experience with. The tools in this box

We recommend that you first read the Thinking Models and Strategies section, to familiarise yourself with the main theory of motion and argument analysis that you'll be helping the students explore.

The worksheets and case studies are used together. Students can use the worksheets to analyse the case studies in further detail. They are also prompted to build their own case studies, which help strengthen their analytical skills and understanding of the topics.

Below you will find a matrix where we looked at the worksheets and case studies, and identified which specific thinking models and strategies are best suited to each of them. We also give a suggestion for which topic is suited for which experience level.

This matrix is best seen as a guideline. As with all models, in order to provide easy categorisation, some nuances had to be omitted. We think that you can experiment with using challenging or easier exercises, for instance. Choosing topics on the basis of students' interest or tailoring feedback to your students' level can ensure that an exercise plays out differently from how this matrix is envisioned. If you make a choice that is different from this matrix you can consider whether this choice is made to help maximise one of the seven building blocks mentioned above.

Rough guidelines for "basic", "intermediary", and "advanced" are as follows:

- Basic includes students who are new to debate up till a maximum of one semester of experience;
- Intermediate includes students who have gone through a basic programme familiarizing themselves with rules of debate (a rough equivalent of five to seven meetups), until the first to second year of attending debate ; if you bring debaters to tournaments, the equivalent would be until they speak average speaker scores at the tournament or reach final rounds;
- Advanced students include those who have passed the "intermediate' marks

| | Basic | Intermediate | Advanced | Session Focus (Thinking Models) | Group Size |
|---|---|---|---|---|---|
| **Topic: Globalisation, wealth, and poverty** | | | | | |
| The Global South and the free market | | | X | Competing proposals or stances | 6-20 |
| Deindustrialisation in the Global North | | X | X | Problem identification, stakeholder analysis | 6-20 |
| Chinese investment in the Global South | | | X | Competing proposals or stances, stakeholder analysis | 6-20 |
| Economic migration to the Global North | | X | X | Problem identification, arguments about consequences, stakeholder analysis | 6-20 |
| **Topic: Climate and Sustainability** | | | | | |
| Climate reparations | | X | X | Arguments about values and duties | 6-20 |
| Geo-engineering | | X | X | Arguments about consequences | 6-20 |
| Biodiversity and management of endangered species | | X | X | Arguments about consequences | 6-20 |

| | | | | | |
|---|---|---|---|---|---|
| Adaptation or mitigation strategies for climate changes | X | X | | Arguments about consequences, competing proposals or stances | 6-20 |
| | | | | | |
| **Topic: Religion, Identity, Migration, and Border Crossings** | | | | | |
| Lessons of religions in school | X | X | | Arguments about values, competing proposals and stances | 6-20 |
| Mandatory diversity trainings in companies | X | X | | Stakeholder analysis, arguments about consequences | 6-20 |
| Cultural integration of refugees in the EU | | X | X | Stakeholder analysis, arguments about values, problem identification | 6-20 |
| Human trafficking and its causes | | X | X | Arguments about consequences, competing proposals or stances | 6-20 |
| **Topic: News, Noise, and Neutrality** | | | | | |
| Fake news and social platforms | X | X | | Arguments about consequences, competing proposals or stances | 6-20 |
| State-funded media should not exist | X | X | | Arguments about values, competing proposals or stances | 6-20 |

| Political campaigning on social media | | X | X | Problem identification, arguments about consequences | 6-20 |
|---|---|---|---|---|---|
| Fairness doctrines | | X | X | Arguments about consequences, competing proposals or stances | 6-20 |

Note: we have excluded the Motions for Further Practice in the worksheet from this matrix. These exercises are analogous across all different topics, and applicable to all different levels, group sizes, and thinking models. The variation here is given by the instructor. You can instruct different levels

**Assessing debate skills**

In the previous section we have given you an understanding of what a "beginner", "intermediate", or "advanced" debater is. You may want to get a more refined understanding of these categories, and what type of skills belong to each of these levels. We have given descriptions of competency at different skills for these levels. You can use this to determine where you feel the students you work with are, and to determine which session you want to use for your students.

These skills are described following the European Qualifications Framework. This is a standardised set of norms that are used to track process for the lifelong learning of individuals. The "levels" are the level of capacities a debater should have to be considered to be placed in that level for a given "capacity". The "capacities" are the different components that make up a good debater. The starting point is the "zero level" of a skill that someone can possess. If someone starts debating for the first time, they may already possess a capacity that is in line with a different level of skill, as they may have gained that knowledge through other forms of learning.

This matrix starts with explanations of the categories and levels that we use in the framework. It then offers descriptions of different competences that exist in debating at the different levels.

| Level | Starting point | Novice | Intermediate | Advanced |
|---|---|---|---|---|
| **Equivalent Description in EQF** | 0: zero level, indicating lack of skills or serious errors in ability.<br><br>Indicators of students who have not yet shown capacities. This does not correspond to an EQF level - it predates it. | 1: Basic general knowledge | 2: Basic factual knowledge of a field of work or study | 3: Knowledge of facts, principles, processes and general concepts, in a field of work or study |
| **Skills**<br><br>In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments). | None to limited ability to succesfully carry out simple tasks | Basic skills required to carry out simple tasks | Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools | A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information |
| **Responsibility and Autonomy**<br><br>In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility | None to limited ability to understand how to approach tasks | Work or study under direct supervision in a structured context | Work and study under supervision with some autonomy | Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems |

| Level | Starting point | Novice | Intermediate | Advanced |
|---|---|---|---|---|
| **Description of when a student likely conforms to each bracket** | We expect students to showcase this level before any debate training. They may showcase some elements which fit a higher range if they have had previous exposure to debate/public speaking/communication/analytical thinking through other<br><br>means (e.g. taught in school) | We expect students to showcase this level after 1-2 months of debate training, after novice debate training is over. | We expect students to showcase this level after 6 months - 1 year, after they have regularly attended debate sessions and may have attended debate events (competitions, training camps, etc.) | We expect students to showcase this level after 1-2 years, after regularly attending debate sessions and events, and having shown commitment to debate, for instance through starting to judge or coach. |
| **Category** | **Starting point** | **Novice** | **Intermediate** | **Advanced** |
| Style: comprehensiveness | Speaking Style: Slurred words, too fast or quiet to hear, jumbled sentences or some other reason why the audience can't understand what the speaker is saying.<br><br>Structure: no structure to the delivery of the speech | Speaking Style: audible, speed or volume of delivery may be imperfect but is not an active impediment to understanding what the speakers.<br><br>Structure: sentences themselves are understandable even if not always forming a part of a cohesive and structured whole argument or speech. A basic structure is announced but not always kept to. | Speaking Style: Pacing is not always good but this does not impact on the persuasiveness of the speech<br><br>Structure: Speaker keeps to announced structure, and arguments contain an internal structure. | Speaking Style: Complete sentences, clearly spoken so no difficulties in understanding.<br><br>The speaker shows understanding and conviction in what they are saying.<br><br>Structure: Speaker announces and uses structure of speech, arguments are well-constructed (following patterns such as SEXI) and easy to follow, transition between points in speech goes without flaws |

| Style: rhetoric | Voice: Bland and boring tone of delivery. (Particularly monotone)<br><br>Language: language is unstructured, chaotic, and confusing. | Voice: Tone varies. Some emotional impact; it may sometimes be misplaced so that it detracts from the arguments (such as unwarrantedly strong use of emotions)<br><br>Language: attempts are made to use examples, sayings, or style figures to get point across. These attempts regularly don't add an increased understanding or emotionality to the argument, may be cliché, or imprecise. | Voice: Emotion does not outweigh argument, and is adapted to argument. Speaker comes across as genuine: seems to believe in the case they are presenting.<br><br>Language: regular usage of style, such as introductions, examples, and sayings.<br><br>Language fits the argument but may not always elevate the persuasiveness of the argument. | Voice: speaker varies their use of voice and speaks with appropriate gravitas for the content of their speech.<br><br>Language: style is used with ease and conviction, and adds to the persuasiveness of the argument on logical and/or emotional grounds. |
|---|---|---|---|---|
| Matter: reasoning | Analysis: Arguments are not logically made, claims not sustained, may be self contradictory (or have two arguments contradict each other or contradicts a pervious speaker on own side).<br><br>Argument is implausible or not relevant to the motion.<br><br>Evidence: Provides no supporting evidence for arguments. | Analysis: some attempts at using a argument model such as SeXi. Some explanation is given, but leaves lots of gaps.<br>Evidence: examples, facts and statistics are sometimes given with some relevance to the argument presented. | Analysis: Arguments generally follow the SeXi model. They are labeled and analysis is provided that follows "why" steps, although may leave easily exploited gaps for opposition or miss some important links.<br><br>Evidence: Arguments are almost always backed up by credible-sounding examples, facts, and/or statistics. | Analysis: A clearly structured speech that has a clarity of purpose throughout.<br><br>Arguments are logical and easy to follow, explained in depth. They follow the SEXI model with argumentation explained.<br><br>Evidence: Each claim is backed up with clearly relevant evidence. Unless obvious relevance is explained – the audience is presumed to be intelligent but new to the topic. |

| Matter: Strategy | Strategy: Does not point out the main issues in debate or connect arguments to the motion. Role Fulfillment: does not fulfil the role that the speech has to fulfil in that particular debate format | Strategy: arguments can often implicitly be understood to belong to the main issues in the debate. Speaker may argue around the motion's key issues. Links to the motion are occasionally attempted. Role Fulfillment: the role is fulfilled in its basic, although not with a clear intent. Definitions are given, but may not add. Clashes in reply speeches are announced but don't add clarity to the debate. New arguments may be given in later speakers but do not advance the case. | Strategy: speaker signposts the burden that they try to achieve, and mostly identifies the correct burden. Speaker does not yet shift the burden in response to opposition's case. Arguments have impact for the motion. Role Fulfillment: the speaker does not make any errors in their role fulfilment, and choices made within the categories of role fulfilment help make their speech work better (useful definitions; correctly-identified clashes; clear rebuttal, etc.). | Strategy: Speaker is clear on their burden, their burden is accurate, and speaker may respond to the burden identified by the other side. Role Fulfillment: the speaker has a flawless execution of its role in the debate and provides what is needed within the speakers' role. |
|---|---|---|---|---|
| Matter: Rebuttal and Engagement | Does not engage with previous speaker's arguments. | Some engagement but does not get to the heart of the argument. Not an effective rebuttal. | Frequent engagement with the main idea of the other argument. May not always defeat other argument. Attempts are made to differentiate between explicit rebuttal and interwoven rebuttal, if the format allows for it. Speaker has occasional attempts to make comparisons between arguments and cases in the debate, but can't show the comparative importance of their own argument or case. | Shows us why the other side's argument is irrelevant, wrong, flawed, insufficient, or generally inferior to the arguments presented by the speaker's own side. It is a clear part of the structure of the argument rather than simply tacked on and then ignored. Speaker frequently compares material in the debate in a comparative manner, including explanations that shows their material to be more compelling. |

| Soft Skills: Teamwork | Teamwork: No teamwork; no referring to others arguments, contradict team mates points. Listening: Speaker does not pay attention to what has gone before in the debate. Speaker does not remark on what happened before in the debate during speeches.<br><br>Contribution: no contribution during preparation from the student. | Teamwork: Refers to teammates work but does not successfully build on it.<br><br>Listening: Some attempt to note pervious debaters' arguments. (Usually just rebutting the speaker immediately previous).<br><br>Contribution: some contribution during preparation from the student, not always focused or understandable for other members of the team. | Teamwork: it is clear from the beginning what the team will do. Speakers after that mostly follow this structure, but may deviate from it.<br><br>Listening: can follow the rest of the debate and does not misrepresent the debate, but may miss some details or ideas when responding.<br><br>Contribution: contributes regularly and brings ideas to the table. Critiques other partners. Is not obstructive in the preparation. | Teamwork: What the team as a whole will do is clearly laid out by first debater in team. The team sticks to their plan (except for any necessary reactions to opposition) building on each other's arguments and ensuring the team covers all the most important points.<br><br>Listening: Speaker has clearly listened to all previous speakers and understood them; their speech seeks to build on teammates and negate what opponents have said.<br><br>Contribution: contributes with own ideas and helps partners in a constructive manner. |
|---|---|---|---|---|

# Thinking models and strategies for critical analysis of contemporary issues

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## Preview

This module is intended to provide essential tools for debate trainers to run debate practice about contemporary issues with the usage of knowledge and context introduced in the previous module. Debating complex and constantly changing topics about i.a. migration or economy might be at first overwhelming for students and trainers (especially non-experts in the field). Therefore debate thinking models for motion and case study analysis should make the process more accessible, more structured, clearer, repeatable, and universal. Mastering debate methodology makes critical thinking easier for students and trainers.

While there are various ways motions and cases are and could be analyzed, this module uses the one approachable for both beginners and advanced debaters. However, it is not an exhaustive and exclusive model, so a reader is encouraged to question, test, and adapt it to their needs.

Any debate motion can be analyzed through 4 questions:

a) What is the problem or decision to be made?
b) What are the burdens of proof?
c) What are the contested proposals or stances?
d) What are the arguments?

This chapter explains the analysis of the questions in detail, while case studies and worksheets provided later demonstrate how to put theory into practice.

# Problem or decision

The American legendary debate professor Alfred Snider once said that debating is about changing the world. And he was right because motions boil down to debating what we should think about the past or present and what we should do differently to make the world a better place. If the world was perfect, there would probably be no debating. Unless it is otherwise the first step in motion analysis should be to find out and define what is the problem to be discussed.

## What is the problem?

The problem is a situation that could be improved. Here are several questions to be used to find out and define what is the subject problem.

- Why do we debate it?
- What does the status quo look like around this topic? Why is it bad?
- What group or stakeholder is not satisfied with their situation? Why?
- What happened in the last weeks or months, that makes the debate relevant?

## Does the problem matter?

Any problem is not enough for a balanced debate. When you think about the problem try to answer those questions:

- Is the problem real or hypothetical?
- Are there any Real Life Examples of the problem?
- Is the problem pressing or not?
- Does the problem address important stakeholders?
- Are there satisfactory alternative solutions to the problem?

The Proposition should attempt to prove that the problem is real, and pressing, about the significant stakeholders with no working alternatives, and Proposition should support it with Real Life Examples.

The Opposition should look for reasons why the problem is not real, not urgent, about not essential groups, or/and there are working solutions already. The Opposition can also prove that there are more important problems or more critical stakeholders to focus on.

Moreover, Opposition can question the scope of the problem ("too broad" or "too narrow"), the legitimacy of the problem within the debate game due to squirreling (interpretation of the motion that makes the debate imbalanced or undebatable), or place-setting or time-setting (setting up a debate in specific place or time, unless stated by the motion). What is the reason behind the problem?

Moreover, debaters should characterize the causes of the problem (cause-and-effect). A Proposition should prove that the problem is caused by something, which the proposal or argumentation suggested by the motion will address. The opposition could challenge it with the following attacks:

- The problem is not caused by X. There are different causes.
- The problem is caused by X, but it is not the decisive factor. There are other more significant causes.

## Problems or decisions or evaluations?

Problem identification is not only useful for policy motions ("This House would do X") or first-person motions ("This House, as Y, would do X"), but also for other motions about decisions and evaluations (This House believes that X does more harm than good, This House regrets X, This House supports X). In the latter, there is always some suboptimal situation to be evaluated and decided about. Take for example:

- This House regrets social media
  - Problem: social media are popular and addictive
  - Evaluation: are the benefits worth it?
- This House prefers a world without social media
  - Problem: social media are popular and addictive
  - Decision: would it be better to live in a world without them?
- This House believes that parents should ban their children from social media
  - Problem: social media are popular and addictive
  - Decision: should parents ban it?

# Burdens of proof

The burden of proof is an assumed obligation to prove something by someone. A failed obligation to fulfill a debater's burden of proof might be a reason for the lost debate.

Burdens of proof should be anticipated or recognized as early as possible. Burdens of proof originate from:

a) Assigned side
b) Motion and motion type
c) Team strategy and claims

In the motion "This House supports social media", Proposition needs to prove that social media is desirable. The opposition needs to prove that social media is undesirable. This burden is based on the side and motion type (This House supports…), which is an evaluative motion, where we weigh all pros and cons.

If the motions would read "This House would ban social media", the Proposition would need to prove not only that social media are undesirable, but also that they are so harmful or immoral that we need to ban them and that ban is better than other feasible alternatives. Why? Because the Opposition can claim that social media are not perfect, but should not be banned or that other feasible alternatives (like regulation) are good enough.

By default, the burden of proof lies on the team that claims something. If Proposition claims that social media are addictive, they are obliged to prove it sufficiently. Otherwise, the claim should be ignored or discounted to the extent it was proven.

Questions to be asked:
- What is the motion type? What burden of proof is implied from the wording?
- What burden of proof is implied for different sides?
- What should a team prove to win a debate?
  - What are the criteria for resolving this debate?
- What burden of proof should be implied from our claims?

# Competing proposals or stances

Criticizing Proposition ideas most of the time is not enough to win a debate. Listing the benefits of the Proposition ideas is not enough to win either. Debates are always comparisons of available policies or scenarios or characterizations or facts or values etc. Therefore any argumentation should be selected and proved comparatively. It is much easier to do if we clarify first what are the competing proposals or stances.

Example:

This House would ban social media.

- Proposition proposal: We should introduce a ban on using social media
- Opposition proposal: We should keep it as it is: free and available to anyone.
- Proposition stance: Ban is the only way to prevent destructive addiction.
- Opposition stance: Regulation for youth and self-regulation for adults are enough to ensure sanity.

For policy motions, the following aspects should be considered in a model (policy specification presented by Proposition):

- Agent
  - Who will conduct it? A government? UN? European Commission? A parent?
- Action
  - What will be done exactly?
  - What will not be changed?
  - Is the policy exclusive to our team?
- Alternatives
  - Are there any alternative solutions? Are they sufficient (or not)?
- Practice
  - How would it look and work in real life?
- Extreme scenarios exclusion:
  - What extreme cases should not be included?
- Examples or Analogies of similar policies?
  - Are there any existing solutions like this?
  - Are there any analogies that make the policy realistic?

For retrospective motions (e.g. This House regrets X) Proposition needs to identify a counterfactual and prove it was a feasible alternative.

For evaluative motions (e.g. This House supports X. This House believes that X...") teams need to formulate their stance, which might be general (e.g. X brings more benefits than harms) or specific (e.g. addiction to social media is a more pressing problem than access to news)

All stances or proposals are relevant only to the extent they are mutually exclusive. If both sides can claim educational campaigns or status quo laws, then it is not necessary or useful to debate it.

## Arguments

A debate cannot happen without arguments. A common mistake among debaters is to come up with arguments as fast as possible at the start of their preparation time. This leads to arguments, which are the easiest to think of, not necessarily to arguments that are the best to think of. Previous analysis of the problem in question, burdens, and stances should already direct debaters into the right place, but to maximize strategic thinking it is helpful to qualify arguments in a debate.

Nearly all claims within a debate fall under one of the three categories:

1. Arguments about the problem or assumptions
2. Arguments about the values, rights, and duties
3. Arguments about the consequences

### Arguments about the problem or assumptions

The proposition could argue that the problem is real, and pressing, about the significant stakeholders with no working alternatives to deal with it. Moreover, Proposition might argue that the status quo looks like X and that supports their diagnosis and solution (characterization and model).

The opposition could argue that the problem is not real, urgent, or important, with existing preferred alternatives to the problem. Additionally, the Opposition can argue that the problem is mischaracterized or has different causes. Moreover, the Opposition might argue that the status quo looks like Y and that opposes the Proposition diagnosis and solution (counter-characterization).

An effective challenge of problems or assumptions can undermine all other arguments and win a debate. If there is no problem, the duty to carry out a policy is not present and there should not be a discussion about consequences.

An ineffective challenge might spoil the debate because there is no agreement on fundamental facts and goals.

## Arguments about values, rights, and duties

The teams might agree on the problem and/or characterization of the status quo but can disagree on values, rights, or duties. For example, they agree on addiction problems related to social media and when the Proposition prefers care and mental health of youth, the Opposition chooses to defend personal liberty (values). The Proposition will argue that social media violates rights and the Opposition will argue that social media require consent and it is our right to take risks and face the consequences of them. The proposition will argue that the state has an obligation to intervene (duty), while the Opposition will argue that the state has an obligation to abstain (duty).

Effective argumentation about values, rights, and duties (or principles) can effectively outweigh consequential argumentation because consequences are compared based on the value society assigns to them.

## Arguments about the consequences

The debaters can agree on the problem and values but disagree on the consequences (e.g. of the ban). They may also disagree on whether consequences from the past were caused by specific factors.

For example in the debate: This House would ban social media The

proposition's arguments might look like this:

1. Problem: Social media are addictive
2. Duty: The state has to protect citizens from dangers
3. Consequences: The ban will decrease addiction.

Opposition's arguments in this debate might go differently:

1. Problem: Social media are not the reason for addiction. Addiction can be prevented by ongoing regulation
2. Right: People should make free choices about their social life

3. Consequences: Ban will encourage a black market and online abuse

## Stakeholder analysis

One of the most useful techniques is to conduct a stakeholder analysis, which means looking for and evaluating the impact of the motion on particular groups of interest.

*Step 1 - Identify various stakeholders in a debate*

Questions to ask:

- Which groups are affected by the motion?
- What subgroups can we identify within them?
- How the groups' are affected by the motion?

*Example: Within the migrant group, we identified economic migrants and refugees as stakeholders. In the motion "This House supports welcoming and liberal public policies toward migration", both groups are affected because it is easier to enter, stay and work in the hosting country.*

*Step 2 - Recognize and rank the comparative importance of each stakeholder*
*Questions to ask:*

- Which affected group is the biggest in members?
- Which group is affected most intensely?
- What responsibilities and duties do we hold to different stakeholders?
- Which stakeholders are the most important?

*Example: Economic migrants are a much more numerous group, but refugees face much harsher conditions and require much more urgent state support. There is also a stronger moral obligation toward those persecuted or fleeing their homes. That's why refugees will be the most important stakeholder.*

*Step 3 - Build arguments and framing based on your priority stakeholder*

Questions to ask:

- What are the stakeholder's interests?
- What are the stakeholder's incentives?

- What are the short-term gains and losses for the stakeholder?

*Example: Refugees have various interests, but their most important needs are safety, shelter, and legalization of stay, so they can continue with their lives as soon as possible. Even if in the shorter period, liberal laws will create a backlash, in the long term refugees will be much more accepted within society.*

## Evaluating Arguments

Once arguments have been made by both teams, teams assess each other's arguments and try to persuade listeners that their arguments carry the most weight towards adopting or rejecting a Motion. To understand the tools to weigh arguments, we use a concept known as Impact.

*Types of Impact*

There are many ways in which arguments can be compared. The most frequent ones used are:

- Probability
- Scale
- Severity
- Unavoidability
- Duration
- **Probability** refers to how likely the impact is going to happen. Claims about probability are assessments of the arguments about consequences.

**Scale** looks at the size of the impact: how many stakeholders are affected.

**Severity** looks at the type of impact: how deep is the impact? To illustrate the difference: in a debate about smoking, the impact of a ban has a large negative scale effect on the enjoyment of smoking, as likely most smokers enjoy the activity. However, it has a positive severity impact on the minority of smokers who develop serious diseases.

**Unavoidability** looks at whether the harms identified necessarily come about due to the policy or are removed by the policy, or whether alternative options exist to remove for or compensate for the harm.

**Duration** (or scale) looks at when and for how long an impact may occur. A short- term harm may be traded off against a long-term gain. For example: banning smoking means tobacco stores may have to close, but in the long term leads to more health benefits.

*Comparing within and between arguments*

This framework can be used to analyze the internal logic of an argument. For example, in the ban smoking debate, an argument in the Opposition may be that this restricts freedom of choice. Debaters can look at the type and scope of the impact - how fundamentally is this choice restriction, for instance? They also have to look at whether it applies in all cases. For example: does the freedom of choice to smoke restrict the freedom of choice of people exposed to second-hand smoke?

At the same time, they evaluate this claim versus other claims, for instance, the ability to live a long and healthy life. In doing so, impact statements are used to compare arguments.

*Questions to ask*

- What are the impacts of my arguments?
- What are the impacts that the other teams claim?
- How do their impacts compare to our impacts?

## Summary

Motion analysis in debating uses structured thinking models to instill slow and critical thinking among students as well as to maximize clarity of reasoning. Sometimes it requires self-discipline and rigor, but it easily brings substantial benefits for any productive disagreement, and debates and hopefully brings us closer to the truth and the better world.

To analyze contemporary, controversial issues accordingly follow the above- mentioned steps:

1. What is the problem or decision to be made?

a. Is it a real issue?
b. Is it an important issue?
c. What are the causes of the issue?

2. What are the burdens of proof?
    a. What does the motion imply to prove?
    b. What does our side need to prove to win?
    c. What do our claims require us to prove?

3. What are the contested proposals or stances?
    a. Are they clear?
    b. Are they mutually exclusive?

4. What are the arguments?
    a. What are the real problem and basic assumptions of the motion?
    b. What are the values, rights, and duties to be applied?
    c. What are the consequences for important stakeholders?

5. How do we compare the arguments?
    a. What are the impacts of my arguments?
    b. What are the impacts that the other teams claim?
    c. How do their impacts compare to our impacts?

Read the following chapters to see how motion analysis thinking models are applied in real-life contemporary debates.

# Globalisation, Wealth, and Poverty

## Worksheet

## Part I- Critical and analytical thinking skills- exercises

**Exercise 1**

Take the motion: "This House believes that the Global North should reduce barriers for economic migration from the Global South" (you can also use any of the other motions provided).

- Identify four different stakeholders
- Determine whether they would agree or disagree with the policy

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Stakeholder 1:

Agrees/Disagrees, because …

Stakeholder 2:

Agrees/Disagrees, because …

Stakeholder 3:

Agrees/Disagrees, because …

Stakeholder 4:

- Build an argument for two of the stakeholders. Give a claim, a justification, and an example.

| |
|---|
| Argument 1<br><br>Claim<br><br><br><br>Justification<br><br><br><br><br><br>Example |
| Argument 2<br><br>Claim<br><br><br><br>Justification<br><br><br><br><br><br>Example |

**Exercise 2**

Take one of the arguments that you made in Exercise 1. Think of the underlying value that the argument shows. For example, if the argument is that "increased economic migration leads to less stability in receiving countries', the value identified is "a country needs to be stable in the eyes of its citizens".

My value is ….

Think of two competing values to the value that you identified.:

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  •




  •


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For one competing value, give a reason why that value is more important than the value that came from your argument.

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**Exercise 3**

You are a policy maker of a European country who is asked to come up with solutions to help blue collar workers who have lost their jobs because the company they work for has moved to a country in Asia.

Brainstorm two possible solutions.

Think of the stakeholders involved both in the European country and in the Asian country Analyse how these solutions would affect both sets of stakeholders

Which solution would you prefer, and why?

My first solution is:




My second solution is:


These are the stakeholders affected:


        in Europe:



        in Asia:



*Exercise 4:*


Read the following article on FairTrade:


[NPR: FairTrade helps farmers, but not their hired workers](#)


Reflect on the following questions:

1. What is FairTrade?
2. What is the result of the study that NPR reports on?
3. What possible mechanisms can explain this study?
4. What is your evaluation of the effectiveness of FairTrade to help people be lifted out of poverty?
5. If the motion is: This House believes that countries in the Global South should remove trade barriers. Do you think FairTrade is a good alternative policy? Why, or why not?

## Part II- Motions for further practice

**This House Would prioritize global economic growth over environmental protection**

This motion debates the trade-offs between economic growth and environmental sustainability. Possible stakeholders include multinational corporations, environmental activists, and government leaders. Concepts that are relevant include sustainable development, climate change, and economic inequality. Current affairs issues that are relevant include the climate crisis, the rise of green technologies, and the growing awareness of the need for environmental sustainability.

**This House Would encourage multinational corporations to prioritize social responsibility over profit**

This motion debates the role of corporations in shaping economic development. Possible stakeholders include corporate executives, shareholders, workers, and consumers.

Concepts that are relevant include corporate social responsibility, ethical leadership, and the role of business in society. Current affairs issues that are relevant include the growing divide between rich and poor, the impact of globalization on local economies, and the increasing scrutiny of corporate practices and accountability.

**This House Would provide reparations to former colonies for the economic exploitation they experienced under colonialism**

This motion debates the legacy of colonialism and its impact on economic development. Possible stakeholders include former colonizers, former colonies, indigenous peoples, and activists. Concepts that are relevant include reparations, historical injustice, and the impact of colonization on cultural and economic systems. Current affairs issues that are relevant include

the ongoing legacy of colonialism in many countries, the debate over reparations for slavery in the United States and the Caribbean, and the movement for indigenous rights and recognition.

**This House Would prioritize Fair Trade over free trade in the Global South**

This motion debates the trade-offs between fair trade and free trade policies. Possible stakeholders include small-scale farmers, multinational corporations, consumers, and government leaders. Concepts that are relevant include economic justice, global supply chains, and the impact of trade policies on workers and the environment. Current affairs issues that are relevant include the COVID-19 pandemic's impact on global trade, the ongoing debate over the benefits and drawbacks of globalisation, and the rise of ethical consumerism.

**This House Believes that the World Trade Organization should prioritize environmental and labour standards over removing barriers to free trade and positive investment climates** This motion debates the role of the WTO in promoting sustainable and equitable economic development. Possible stakeholders include government leaders, labor unions, environmental activists, and multinational corporations. Concepts that are relevant include trade rules, global governance, and the impact of trade policies on the environment and workers. Current affairs issues that are relevant include the WTO's ongoing negotiations on issues such as e-commerce and fisheries subsidies, the increasing importance of environmental and social standards in global supply chains, and the rise of bi- and multilateral free trade deals with investor protections (often called "ISDS")

**This House Would subsidise companies to localize their supply chains**

 This motion debates the impact of globalization on local economies and the potential benefits of localizing supply chains. Possible stakeholders include multinational corporations, small and medium-sized enterprises, consumers, and government leaders. Concepts that are relevant include economic nationalism, supply chain management, and the impact of trade policies on local economies and workers. Current affairs issues that are relevant include the ongoing debates over trade and globalisation, the rise of protectionist policies in many countries, and the impact of COVID-19 on global supply chains.

**Motion**

This House Supports free-market reforms in the Global South

**Context**

Note: debates such as these on international affairs can often feel very 'content-heavy'. The challenge we set for ourselves is to provide ways of accessing this debate with a minimum standard of knowledge. If you want to delve deeper into this topic, please use the different Module in this project as a primer, or read more about the examples provided in this case study.

In the World Bank's ranking of [ease of doing business](#), countries in the Global South consistently rank lower than high-performing OECD countries. This ranking includes availability of public infrastructure, contract enforcement, and corporate taxation. Many economists have argued that this harms the opportunity to achieve economic growth and lift people out of poverty by reducing the amount of available jobs in Global South countries. Critics argue that free market reforms end up being captured by crony elites or internatonal business, who come into countries and exploit local communities and resources.

**What is the problem or decision to be made?**

Improving the Global South's economy and helping two billion people escape (severe) poverty is one of the most important challenges facing humanity today. Discovering in what way free markets are (a) feasible, and (b) help or hurt people living in poverty today is important to understand the right choices to be made to help poor people living in poverty. For this, it is important that debaters think of the (structural) causes of poverty, and how free market reforms

**What are the burdens?**

PROPOSITION needs to argue that the causes of poverty are best removed by free-market reforms in the South.
OPPOSITION needs to argue that either the causes of poverty are such that free-market reform is unlikely to do any good, or that free-market reforms create new challenges that hurt individuals. Opposition makes a choice: will they prefer a government-directed development path, or argue that the structural conditions in the Global South make free-market reforms unlikely to succeed?

**What are the competing proposals?**

|  | **Free-market reforms (PROP)** | **Government-directed economies (OPP1)** | **Poverty traps and corruption (OPP2)** |
|---|---|---|---|
| **Who?** | MNCs, local businesses, World Bank and IMF | Governments and state-owned companies | Corrupt elites, group-based conflict |
| **What?** | Pro-market reforms (infrastructure investment, low tax regimes, strong poperty markets) and lifting of trade barriers | Government-based economies (state-owned or state-preferred companies), protectionist trade barriers | Low levels of investment (FDI, state resources), high levels of corruption, crumbling infrastructure, conflict |
| **When?** | The debate takes place in today's world. Many countries are on pahways similar to above statements. | | |

| What would it look like in practice? | The state removes trade barriers, lowers its corporate taxes, restrictions on movement of capital, labour, and goods | The state picks and chooses winners through industrial policy, protecting them via subsidies or trade tarrifs | The state is ineffective in pursuing either policies mentioned  previously |
|---|---|---|---|
| **Exclude extremes** | We don't think corporations should pay no taxes and let people work as modern-day slaves | We don't defend a clientelist communist government that gives state-owned companies to friends or family members | We don't think the entirety of the Global South is a war zone |
| **Working examples or analogies** Note: these examples can be contested or placed in different brackets! | Vietnam, Rwanda, Bangladesh, Indonesia  (arguably China) | China, Ethiopia, Malaysia   (arguably Vietnam) | Nigeria, Haiti, Malawi, Zambia, Phillipines |

**Possible Arguments**

**Proposition**

**Claim: Pro-market reforms can promote competition and innovation.**

Justification: By liberalizing markets and reducing barriers to entry, pro-market reforms can create a more competitive environment for businesses. This competition incentivizes companies to innovate, improve their products and services, and operate more efficiently, ultimately leading to economic growth and job creation.

Example: The telecommunications sector in India has experienced rapid growth and innovation since the market was liberalized in the 1990s, leading to increased access to mobile services and internet connectivity for millions of people. This has helped a telecommunications and IT sector develop in India which brings in 72.5$ billion annually, with an annual growth rate of 8.7%.

**Claim: Pro-market reforms can lead to lower prices and greater choice for consumers.**

Justification: By encouraging competition and reducing the dominance of state-owned enterprises or monopolies, pro-market reforms can result in lower prices, better quality products, and a wider range of choices for consumers. This can improve the standard of living and overall well-being of the population, including middle-class and poorer people in the Global South.

Example: In many African countries, the liberalization of the mobile telecommunications sector has led to increased competition, resulting in lower costs and greater access to mobile phones and services for middle-class and poorer people. This has enabled them to access vital information, services, and opportunities, such as mobile banking, healthcare, and education, which were previously out of reach or unaffordable

**Claim: Pro-market reforms can attract foreign investment and foster economic growth.**

Justification: It is often assumed that governments in the Global South should play a central role in directing economic activities. However, by adopting pro-market reforms, governments can create a business-friendly environment that attracts foreign investment, boosts economic growth, and generates tax revenue for public services. Moreover, this can lead to technology transfers and knowledge spillovers, improving the overall productivity of the economy.

Example: Vietnam has attracted substantial foreign investment in recent years, following the implementation of pro-market reforms such as trade liberalization and the easing of restrictions on foreign ownership in certain sectors. This has contributed to the country's rapid economic growth and industrial development.

**Opposition**

**Claim: Pro-market reforms can lead to the displacement of local industries.**

Justification: By opening markets to global competition, pro-market reforms can put local industries, especially small and medium-sized enterprises (SMEs), at a disadvantage against more efficient, well-established foreign companies. This can lead to job losses and economic dislocation, particularly for middle-class and poorer people in the Global South who rely on these industries for their livelihoods.

Example: Following the liberalization of the Mexican corn market under the North American Free Trade Agreement (NAFTA), many small-scale farmers faced increased competition from heavily subsidized American corn, which contributed to rural poverty and the displacement of local producers.

**Claim: Pro-market reforms can erode state capacity and limit the provision of public goods.**

Justification: Pro-market reforms often involve the privatization of state-owned enterprises, deregulation, and reduction of government spending, which can weaken the state's ability to provide essential public services, such as education, healthcare, and infrastructure. This can disproportionately affect middle-class and poorer people in the Global South who rely on these services for their well-being and upward mobility.

Example: In some countries that underwent structural adjustment programs in the 1980s and 1990s, such as Zambia, cuts to government spending on education and healthcare led to reduced access to essential services and a decline in social indicators for the most vulnerable populations.

**Claim: Pro-market reforms can result in negative environmental and social impacts.**

Justification: In pursuit of economic growth and attracting investment, pro-market reforms can prioritize short-term profits over long-term sustainability, leading to the exploitation of natural resources, environmental degradation, and the displacement of local communities. These negative consequences can disproportionately affect middle-class and poorer people in the Global South who depend on natural resources for their livelihoods and well-being.

Example: In some regions of the Amazon rainforest, the liberalization of land and resource policies has led to increased deforestation and environmental damage, threatening the livelihoods and cultures of indigenous communities and exacerbating climate change impacts.

**Claim: Pro-market reforms may be undermined by corruption and cronyism, limiting their effectiveness.**

Justification: It is often assumed that pro-market reforms will lead to more efficient and competitive markets. However, in countries with high levels of corruption and cronyism, these reforms may be captured by powerful elites or well-connected businesses, preventing genuine competition and market efficiency. As a result, the expected benefits of pro-market reforms, such as increased investment, economic growth, and poverty reduction, may not materialize, leaving middle-class and poorer people in the Global South with limited opportunities for upward mobility.

Example: In Nigeria, despite efforts to liberalize the economy and attract foreign investment, widespread corruption and cronyism have hindered the equitable distribution of wealth and resources, particularly in the oil sector. This has led to a situation where a small number of politically connected individuals have benefitted disproportionately from the country's oil wealth, while the majority of the population continues to face poverty and inadequate public services.

**Motion**

This House believes that the Global North is justified in pursuing protectionist measures to prevent off-shoring of blue collar jobs to the Global South

**Context**

Note: debates such as these on international affairs can often feel very 'content-heavy'. The challenge we set for ourselves is to provide ways of accessing this debate with a minimum standard of knowledge. If you want to delve deeper into this topic, please use the different Module in this project as a primer, or read more about the examples provided in this case study.

Starting in the 1990s, and reaching its zenith with the election of Donald Trump as President of the United States in 2016, countries in North-America and Europe have been worried about a decrease in industry jobs. The chief mechanism for this loss of jobs in the Global North is outsourcing to lower-wage countries in the Global South, primarily in China and South-(East)-Asia. Mechanisation has also played a role. Proponents worry about the loss of a stable income and sense of community by blue-collar workers who were often employed by a single employer all their lives in industry towns such as Detroit, Manchester, or Lille. They also cite national security or stability concerns, sparked by diverse topics such as the supply chain disruption during the Covid-19 pandemic and Chinese-backed corporate espionage. Opponents to onshoring policies suggest that these policies are unlikely to be effective and carry a large cost to consumers. Some opponents argue that blue collar workers have found other gainful means of employment, such as moving into construction jobs in the Sunshine Belt States ; or that limiting the development potential of workers in the Global South is ethically suspect.

**What is the problem or decision to be made?**

Proposition and opposition teams first need to establish a moral framework for state action: should states care about their citizens only, or do they carry some moral responsibility for people living abroad? Secondly they need to engage in the effectiveness of this policy: will a protectionist trade policy bring back blue collar jobs in the Global North? What will its effects be on domestic economies, quality and price of goods?

**What are the burdens?**

PROPOSITION needs to argue that governments have an obligation towards its domestic blue-collar workers and that this policy fulfills that obligation
OPPOSITION needs to argue that either (1) governments have some form of an obligation to the development of the Global South, (2) that the policy will not work as intended, (3) that there are negative consequences for economies in the Global North that override the benefits of increased employment for blue-collar workers.

**What are the competing proposals?**

|  | Protectionist policies (PROP) | Status Quo (OPP) |
|---|---|---|
| **Who?** | Governments, blue-collar workers, Global North industry firms | Governments, blue-collar workers, Global South workers and industries |
| **What?** | Trade barriers for products from the Global Souths, subsidies for firms onshoring work | Free trade |

| When? | Some policies are already ongoing in the real world, the policy introduced in this debate will be implemented near-instantaneously. | |
|---|---|---|
| **What would it look like in practice?** | It becomes more expensive to import goods from the Global South (either direct-to-consumer goods or goods that serve a value chain), companies get subsidies to cover payroll or set up factories | There are limited to no tariffs on goods coming into the Global North, no specific policies to protect blue collar jobs ; re-education and job placement programs to help blue collar workers find new jobs are likely to be in place |
| **Exclude extremes** | We are not supporting complete state-owned companies and blocking all trade with the Global South | We are not supporting bringing in products from abroad without any quality control and letting blue-collar work |
| **Working examples or analogies** | The French "Industrie du Futur" program subsidises the development of advanced manufacturing technologies and worker skills training; The USA TAA program provides workers with job skills training, and financial support for income loss and reallocation (example can be used for both sides) | Germany's Kurzarbeit scheme allows companies to partially lay off workers during hard economic times with the government paying part of the workers' income; China's economic development model since the 1980s was premised on using its large labour force to attract foreign manufacturing and build its own manufacturing industry; this model lifted 800 million people out of poverty. |

## Possible Arguments

## Proposition

### Claim: Governments in the Global North have a primary obligation to their own citizens.

Justification: It is the primary responsibility of governments to protect the welfare and well-being of their citizens, including ensuring job security and economic stability. Governments are elected by their citizens, who are dependent on governments setting the rules that enable them to live a meaningful life. Globalisation has hurt the livelihoods of blue collar workers without giving them the opportunity to reap the benefits, which has gone to corporate elites and service workers.
Example: the Elephant Curve (compiled by economist Branko Milanovic) shows that blue collar workers' wage growth has stagnated compared to the wage growth of workers in the Global South and elites in the Global North.

### Claim: Protectionist measures can help maintain social cohesion and stability in the Global North.

Justification: Offshoring of blue-collar jobs can lead to unemployment, income inequality, and social unrest, as workers in affected industries struggle to find new employment or adapt to the changing job market. By preventing offshoring, protectionist measures can help preserve social cohesion and stability in the Global North, benefiting both workers and society as a whole.

Example: The backbone of Germany's strong economic performance and social cohesion in industry towns such as Wolfsburg lies in strong protections for its Mittelstand, medium-sized companies that provide components for the car and electronic appliance industries in Germany

**Claim: Protectionist policies can support domestic industries and promote economic self-sufficiency.**

Justification: Preventing offshoring can help maintain a strong manufacturing and industrial base in the Global North, supporting domestic industries and promoting economic self-sufficiency. This can help create a more resilient economy, less dependent on foreign suppliers, and better able to weather global economic disruptions.

Example: Japan's protectionist policies in the post-World War II era, such as import restrictions and subsidies for domestic industries, helped to rebuild and strengthen the country's manufacturing sector, leading to a period of rapid economic growth.

**Opposition**

**Claim: The Global North has a moral obligation to let the Global South economically prosper, and individual citizens carry some of that burden.**

Justification: Historically, many countries in the Global North have benefitted from colonization, exploitation, and unequal trade relations, which have contributed to the underdevelopment of the Global South. Given this historical context, the Global North has a moral obligation to support the Global South's economic development, as a means of redressing past injustices and promoting a more equitable global economic system. Individual citizens in the Global North, as members of their respective societies, share in the collective responsibility to address past wrongs and work towards global equity. By supporting policies and initiatives that promote development in the Global South, citizens can contribute to alleviating global poverty, improving living standards, and fostering peace and stability in the world, which benefits everyone trading relationships.

**Claim: Blue-collar workers have been able to adjust to the reduction in blue-collar jobs in the Global North since the 1990s.**

Justification: While the offshoring of blue-collar jobs has undoubtedly affected some workers, many have been able to adapt by transitioning to new industries or acquiring new skills through retraining programs. As economies in the Global North continue to shift towards service and knowledge-based sectors, it is possible for blue-collar workers to find new employment opportunities and adjust to the changing job market.

 Example: In the United States in the 2000s many people living in the industrial towns in the Rust Belt have moved on to construction jobs funded by the housing construction boom in the Sunshine States, with the unemployment rate change having been minimal during this decade.

**Claim: Protectionist policies are unlikely to be successful and increase costs to consumers.**

Justification: Protectionist measures, such as tariffs and import restrictions, can lead to higher costs for consumers due to reduced competition and increased production costs. Moreover, such policies may not necessarily lead to a significant increase in domestic blue-collar jobs, as companies may choose to automate production or shift to higher-value-added activities. Consequently, protectionist policies may have limited success in preserving blue-collar jobs while imposing higher costs on consumers.

Example: The United States' tariffs on imported washing machines in 2018 led to higher prices for consumers, as domestic manufacturers increased their prices in response to the reduced competition. At the same time, the policy did not result in a significant increase in domestic

manufacturing jobs, as companies continued to invest in automation and other cost-saving technologies.

**Motion**

This House believes that the Global North should reduce barriers for economic migration from the Global South

**Context**

Economic migration refers to the movement of people from one country or region to another in search of better economic opportunities, such as higher wages, improved living standards, and greater job prospects. This is distinct from refugees, who flee their countries in fear of political persecution or violence.

Advocates argue that the Global North should reduce barriers for economic migration from the Global South for several reasons. Firstly, it can help alleviate poverty and improve living standards for migrants and their families. Remittances, or money sent back home by migrants, play a crucial role in supporting families and communities in the Global South. In 2020, remittances to low- and middle-income countries reached $540 billion, surpassing foreign direct investment and official development assistance

Secondly, economic migration can benefit the Global North by addressing labor shortages and contributing to economic growth. For example, in the United States, immigrants make up 17% of the workforce and are overrepresented in industries such as agriculture, construction, and healthcare. In Germany, the arrival of refugees during the 2015 crisis led to an increase in the labor force and a reduction in the country's skills shortage.

However, critics argue that reducing barriers for economic migration may lead to brain drain in the Global South, as skilled workers leave their home countries, and social tensions in the Global North, as communities struggle to integrate newcomers.

One challenge in this debate is that currently existing policies that limit economic migration have come under continued scrutiny from both human rights organisations as well as the United Nations for breaching fundamental rights as well as existing immigration laws.

**What is the problem or decision to be made?**

Teams need to look at the consequences of legal labour migration for both the Global North and Global South, and make value tradeoffs between the consequences if one proves to be positive and another proves to be negative. Furthermore, teams need to contrast legal migration with the current existence of illegal immigration.

**What are the burdens?**

PROPOSITION needs to argue that (a) this is a better alternative than illegal migration, (b) that economig migrants can succesfully find work and integrate in host societies, and/or (c) that this is net positive for both countries in the Global North and Global South;

OPPOSITION needs to argue that (a) economic migrants do not succesfully find work and integrate in host societies, (b) that harms in the Global North and Global South override its positive impacts, and (c) that either illegal migration can be curbed or that its harms are not outweighed by the harms of this policy.

**What are the competing proposals?**

|  | **Legal labour migration (PROP)** | **Status Quo (OPP)** |
|---|---|---|
| **Who?** | Governments in the Global North, specifically the US and the EU ; economic migrants from the Global South, local populations in the Global North, communities left behind in the Global South | Governments in the Global North, specifically the US and the EU ; economic migrants from the Global South, local populations in the Global North, communities left behind in the Global South |
| **What?** | Removing visa restrictions for entering countries and finding work ; possibly local training and assistance (such as language and skills learning) | Limited migration based on points-based visas for knowledge workers ; border controls to combat human smuggling (such as Frontex in Europe) |
| **When?** | This policy would be implemented immediately, with a horizon stretching into the next few years | |
| **What would it look like in practice?** | Proposition would argue that its model would lead to (a) successful economic growth in host nations, (b) Global South development through remittances and eventually re-migration of upskilled workers, (c) a decline of human tragedy due to human trafficking-assisted illegal migration | Opposition would argue that the proposition model look like a large amount of low-skilled workers coming in, finding it difficult to get a job, and disrupting local communities by (a) driving down wages ; (b) overburdening social services and housing supplies, and (c) lowering community trust and social cohesion |
| **Exclude extremes** | We don't support lifting each and any regulation, and dumping people here without adequate information, language training, and/or housing | We are not supporting barbed-fence electric-wire border walls, military patrols, rounding up illegal immigrants on the streets, and criminalising illegal migration |
| **Working examples or analogies** | The European Union's internal freedom of movement, especially the post-2004 economic migration from Eastern-European to Western-European nations<br><br>Germany's "wir schaffen das" response to the 2015 refugee crisis and its succesful integration of 1.5 million refugees | The "brain drain" of the Caribbean healthcare sector towards the United States;<br><br>The social tensions in Europe after the 2015 refugee crisis and the rise of far-right populist parties |

## Possible Arguments

## Proposition

### Claim: Barriers to migration are morally unjustified

Justification: Economic migrants from the Global South have the right to pursue better economic opportunities and improve their lives. They did not chose or consent to being born into impoverished conditions, just like citizens of the Global North do not deserve by mere fact of birth the benefits accrued to them for having been born in the Global North. This is the consequence of an arbitrary "lottery of birth", and people should have the right to maximally change the hand they were dealt with at birth.

Example: if a citizen of the Global North is born into impoverished conditions, the state provides public education and a strong social safety net to help them be lifted out of poverty.

**Claim: Removing barriers for economic migrants from the Global South can help address labor shortages and increase diversity in the Global North workforce.**

Justification: Removing barriers for economic migrants can increase the pool of available workers and address labor shortages in certain industries. Especially with aging populations, and lack of available labour in physical-intensive industries (such as construction and agriculture) and healthcare, a fresh workforce is needed to help Global North economies survive and thrive.

Example: in Germany the healthcare sector is facing a shortage of healthcare workers in every Bundesrepulik, with the average age of an healthcare worker being over 45. With a large group of workers retiring, increased healthcare consumption due to aging populations and longer life expectancies, Germany has already moved to increasing the share of healthcare workers from foreign populations.

**Claim: Removing barriers for economic migrants from the Global South can have a positive economic impact on both the Global North and the Global South.**

Justification: Economic migrants can contribute to the economy of the Global North through increased productivity and purchasing power, while also sending remittances back to their home countries that can contribute to economic development. These remittances are used for families for daily purchases, as well as covering investmens in improving quality of life, such as purchasing new transport options or investing in local infrastructure or housing.

Example: According to the World Bank, remittances from migrants in the Global North to the Global South totaled over $554 billion in 2019, contributing significantly to the economies of many developing countries. For example, for Nepal remittances form 22.6% of its GDP.

## Opposition

**Claim: the Global North does not have the capacity to absorb a large number of economic migrants**

Justification: An influx of economic migrants can increase competition for jobs and put downward pressure on wages for native-born workers. This can particularly affect low-skilled workers who may face increased competition from economic migrants. Furthermore, the Global North may not have the capacity to accommodate these migrants, such as housing, healthcare, and education. This can lead to increasing resentment in host communities, who are worried about government financing and available housing. This can then lead to these communities being more receptive towards voting for xenophobic politicians.

Example: In the United States, the influx of economic migrants has been blamed for putting downward pressure on wages for low-skilled workers, particularly in certain industries such as construction and hospitality.

**Claim: Removing barriers for economic migrants from the Global South can lead to brain drain and a loss of skilled workers for Global South countries.**

Justification: Economic migration can lead to a loss of skilled workers in Global South countries, which can hinder economic development and exacerbate existing inequalities.

Example: There is a significant outflow of medical personnel in Puerto Rico to the United States after hurricane Maria hit, which has made healthcare less accessible.

**Claim: Economic migrants from the Global South may face challenges in finding meaningful work and integrating into host societies in the Global North.**

Justification: Economic migrants often face a range of challenges when they arrive in host countries, such as language barriers, lack of qualifications recognition, and discrimination. These challenges can make it difficult for economic migrants to find meaningful work and integrate into host societies. Furthermore, there may be cultural differences that migrants must adapt to, which can also present challenges.

Example: For example, in the United States, many economic migrants from the Global South work in low-paying jobs such as agriculture or hospitality, which can limit their upward mobility and economic prospects. They may also face language barriers and discrimination, which can hinder their ability to integrate into American society.

**Motion**

This House believes that Chinese investment in the Global South does more good than harm

**Context**

Following China's emergence as a global economic powerhouse, Chinese investment in the Global South has seen a significant increase in recent years. In contrast to Western development policies, which have often emphasized liberal economic reforms, democratic governance, and social and environmental safeguards, China's approach to development assistance is often seen as more pragmatic and non-interventionist. China does not typically impose political or economic conditions on its aid recipients, which can be seen as an attractive alternative for countries that do not wish to comply with Western policy prescriptions

However, critics argue that the rise of China in the Global South may have negative consequences, including the risk of creating a new form of economic dependency. Some countries that have accepted large amounts of Chinese investment have found themselves heavily indebted, raising concerns about debt sustainability and potential loss of sovereignty. For example, Sri Lanka had to lease its strategically located Hambantota Port to China for 99 years after struggling to repay Chinese loans used to build the port.

Furthermore, China's growing presence in the Global South has raised environmental and social concerns. Critics argue that some Chinese-backed projects have resulted in environmental degradation, displacement of local communities, and poor labor practices. For instance, the proposed construction of the Myitsone Dam in Myanmar, financed by China, has been criticized for its potential environmental impact and displacement of local communities, leading to the project's suspension.

**What is the problem or decision to be made?**

Chinese investment in the Global South can be characterised as a trade-off between increased capital investment and infrastructure development in the Global South with reduced incentives for human rights and liberal governance reform in these countries. Teams need to balance these concerns as well as look at other spillover effects of Chinese investment. Teams also need to balance these concerns with the Western approach to the Global South.

**What are the burdens?**

PROPOSITION needs to argue that Chinese investment is a net good for the citizens of the Global South;
OPPOSITION needs to argue that Chinese investment is a net negative for the citizens of the Global South, or precludes the option of an even better form of economic development

**What are the competing proposals?**

|  | **China-backed investment (PROP)** | **Western model of investment (OPP)** |
|---|---|---|
| **Who?** | China, its state-owned companies, investors, and consultants; the Asian Infrastructure Investment Bank (AIIB) and Belt and Road Initiative (BRI); governments and citizens of the Global South, companies and workers in the Global South | The World Bank (WB) and International Monetary Fund IMF), its economists and consultants ; western multi-national corporations )MNCs) and governments ; governments and citizens of the Global South, companies and workers in the Global South |

| What? | Direct investment in local infrastructure and manufacturing hubs, leased from or owned by China ; no restrictions on funding based on non-economic indicators | Investment packages based on economic and non-economic conditions (such as good governance, anti-corruption, free and fair elections, achievement of Millenium Development Goals) |
|---|---|---|
| When? | This is a debate that takes place in the world as currently exists | |
| What would it look like in practice? | China invests in infrastructure projects (railroads, roads, ports) ; resource extraction (i.e. mines) ; and setting up firms. The loans are not conditional on governance or human rights indicators ; China can repossess ownership if countries default on their debt payments | Western governments give conditional development aid based on a host of indicators, often tied to the Millennium Development Goals, ease of doing business, good governance, and free or fair elections. The IMF gives funds to countries as lenders of last results when countries are struggling to provide for their needs. |
| Exclude extremes | China does want to make good business cases ; we don't think they fund economically insolvent projects or let countries go bankrupt easily | We are not supporting the worst forms of Western aid, where they outsource aid to Western firms with almost no follow-up and require punitive economic adjustment packages that wrecked the post-Soviet states in the 1990s |
| Working examples or analogies | The Mombasa-Nairobi railway; The Coca Codo Sinclair hydroelectric plant in Ecuador was made possible by Chinese financial investment and constructed with know-how from Chinese firms, and supplies 35% of Ecuador's electricity needs | The Green Revolution: Western research, funded by charities such as the Ford and Rockefeller Foundation, and rolled out by Western institutions in the Global South, developed crops that were disease-resistant and offered higher yields, combatting food poverty; Micro-credit: a Bangladeshi-originated idea heavily backed by Western institutions that provide small loans for small entrepeneurs in the Global South |

## Possible Arguments

## Proposition

**Claim: Chinese economic investments contribute to infrastructure development in the Global South.**

Justification: Chinese investments prioritize infrastructure projects, such as transportation networks and energy production, which are critical for economic growth and development. Infrastructure development can stimulate local economies, create jobs, and improve living standards. They often require large-scale capital funding, which is something the Global South finds hard to access and which Western governments are reticient to give directly rather than believe in capital provisions by private actors.

Example: The Mombasa-Nairobi Standard Gauge Railway in Kenya, financed and constructed by Chinese companies, boosted trade and increased regional connectivity.

**Claim: Chinese investments offer an alternative to Western aid, which may come with political and economic conditions.**

Justification: Chinese investments generally adhere to a non-interventionist approach, without imposing political or economic conditions on recipient countries. In contrast, Western aid often comes with conditions that may limit the autonomy of Global South governments in managing their development process. For example, on fighting corruption or free-market reforms. These are sometimes seen by local governments as neo-colonialist. The provisions are often also hard to fulfill, which means that projects that would be net-positive even if not fully executed don't come off the ground at all.

**Claim: Chinese investments can help foster trade and economic cooperation between China and the Global South, creating new market opportunities.**

Justification: Chinese investments often lead to increased trade and economic cooperation between China and recipient countries, which can stimulate local businesses and create jobs. This diversification is important, as China is growing to be the largest economy in the world. Being able to trade with this large resource-hungry economic actor can help economies in the Global South grow.

Example: Chinese investments in Angola's oil sector have led to an increase in exports from Angola to China, creating new revenue streams and economic opportunities for Angola.

## Opposition

**Claim: Chinese investments may prioritize large-scale infrastructure projects over social and environmental concerns.**

Justification: Some Chinese investments in the Global South have been criticized for not adequately addressing social and environmental concerns, which can negatively impact local communities and ecosystems.

Example: The construction of the Myitsone Dam in Myanmar, financed by Chinese investment, faced criticism for displacing local communities and causing environmental damage.

**Claim: Chinese investments can lead to debt sustainability issues and economic dependency.**

Justification: Some countries that have received large amounts of Chinese investment have faced difficulties in repaying loans, leading to concerns about debt sustainability and potential loss of sovereignty.

Example: Sri Lanka had to lease the Hambantota Port to China for 99 years after struggling to repay Chinese loans used to build the port.

**Claim: Chinese investments may not always prioritize local capacity building and employment as much as some successful Western aid projects do.**

Justification: While Chinese investments can create jobs, they sometimes involve the use of Chinese labor and resources, which can limit the employment opportunities for local workers. In contrast, some Western aid projects focus on local capacity building and promoting local employment.

Example: The Millennium Challenge Corporation (MCC), a U.S. foreign aid agency, has funded projects in countries like Ghana that prioritize local employment and capacity building, such as the Agriculture Development Project aimed at improving the agricultural sector and increasing the income of smallholder farmers.

# New Global Learning



## Environment and Climate Change

# Sustainability and Climate - Worksheet

## PART I

## Exercise 1: Analyzing Ethical Responsibilities

Objective: Develop ethical reasoning skills by analyzing the moral responsibilities of major polluter nations towards climate refugees.

Instructions: Provide each group with a set of ethical principles such as justice, human rights, and global solidarity - you can get inspired here https://debaticons.com/book/ - chapter 5

Discuss and evaluate how each ethical principle applies problems and responsibilities related to climate change.

**Interesting questions:**
**a.      Should major polluters care about other countries?**
**b.      What benefits could global solidarity bring?**
**c.      How could geoengineering affect social justice?**
**d.      Is relocation ethical?**

## Exercise 2: Cost-Benefit Analysis

Objective: Develop critical thinking and decision-making skills by conducting a cost-benefit analysis of opening borders to climate refugees.
Instructions:
Think of what possible benefits could opening borders bring to major polluters.

**Think of:**
**a.      Demographics**
**b.      Local labour market**
**c.      Social costs**
**d.      Environmental losses**

After this try to look at this policy from the perspective of the countries where the refugees lived.

Exercise 3: Stakeholder Analysis

Objective: Develop analytical thinking skills by conducting a stakeholder analysis of opening borders to climate refugees.
Instructions:
Think of at least 5 stakeholders that should be considered under any of the 4 motions listed in PART II.

Label them with how important they are based on:
a.      magnitude - how big is the group we are talking about
b.      vulnerability - how vulnerable is the group
c.      ability - how big is their ability to change something
d.      likelihood - how likely it is that they would act like …

# PART II

Motion:
**THBT corporations should prioritize environmental sustainability over short-term profits.**

Context:
Many corporations face the dilemma of balancing environmental sustainability with short-term profit maximization. This prompt examines the trade-off between environmental sustainability and short-term profits, emphasizing the need for corporations to prioritize long-term environmental considerations. Analyze the ethical responsibilities, practical challenges, and potential long-term benefits associated with corporations prioritizing environmental sustainability over short-term profits.

Motion:
**THBT local communities should have a say in the decision-making processes of major polluter industries operating in their region.**

Context:
 Major polluter industries often operate in local communities, impacting their environment, health, and overall well-being. This prompt explores the importance of local community engagement and decision-making in shaping the operations and practices of major polluter industries. Analyze the ethical considerations, practical challenges, and potential benefits of granting local communities a voice and influence in the decision-making processes of major polluter industries operating in their region.

Motion:
**THS the use of predator control to mitigate the impact of climate change on endangered species.**

Context: Climate change poses a significant threat to endangered species as their habitats are increasingly disrupted. This motion addresses the question of whether predator control should be employed as a strategic response to mitigate the impact of climate change on endangered species.

Motion:
**THBT multinational corporations have a greater responsibility than governments in addressing climate change.**

Context:
Climate change is a global issue that requires collective action from various stakeholders. While governments play a crucial role in implementing policies and regulations, multinational corporations also have a significant impact on greenhouse gas emissions and environmental sustainability. This prompt explores the roles, responsibilities, and potential actions that multinational corporations should undertake in addressing climate change.

# Sustainability and Climate

Case studies

## Motion

THBT states should relocate all environmental funding to geoengineering rather than mitigation.

## Context

In order to fight climate change two main paths are being settled. The first one, which is more known and widespread is the mitigation of climate change, which consist of reducing our carbon production and shifting towards more renewable and less polluting products. Under this, you can imagine tree replanting efforts (Eden Reforestation Projects or The Mangrove Action), investing in renewable sources of energy (e.g. OffsH2ore in Germany, or FORCE in Canada) Second path consists of projects that attempt to change to climate by technology instead. Well-known are sea fertilising in the LOHAFEX experiment or injecting aerosols, such as sulfur dioxide, into the stratosphere to reflect sunlight, which is being tested by Harvard University since 2019.

# What is the problem or decision to be made?

Mitigation should lead us towards levels of greenhouse gasses(GHG) before the Industrial Revolution when the climate has been stable and non-threatening. It is a path that has a clear goal, with an already known impact. The main objective would be to reach the pre-industrial level of pollution, which would lead us back to the mild climate, where humanity prospers, however, the certainty of achieving the goal isn't very high, due to the slow speed of $CO_2$ reduction so far. On the other hand, geoengineering is offering rapid solutions to many of these problems. Geoengineering projects aim to modify or alter nature cycles, like creating artificial clouds by injection of various substances or storing atmospheric $CO_2$ into the ground. However, the problem is that nobody knows the consequences. Nature cycles are well balanced and something unpredictable can happen as soon as somebody interrupts them. This could also worsen the situation even more rather than solve it.

# What are the burdens?

The burden for the Proposition team is to advocate and defend the proposition that states should re-divert all existing environmental funding to geoengineering projects instead of attempting to mitigate the effect of climate change through other means. They are responsible for providing convincing arguments and evidence to support the effectiveness, feasibility, and potential benefits of geoengineering projects as a solution to address climate change. The Proposition team should also address potential counterarguments and demonstrate why their proposed approach is superior to traditional mitigation strategies and why are the current efforts ineffective.

The burden for the Opposition team is to challenge and refute the proposition that states should re-divert all existing environmental funding to geoengineering projects. They are responsible for providing counterarguments, highlighting potential risks, limitations, and ethical concerns associated with geoengineering projects. The Opposition team should present alternative strategies for mitigating the effects of climate change and argue why these approaches are more effective, sustainable, or ethically sound. They must also address the potential unintended consequences or drawbacks of relying solely on geoengineering projects.

# What are the competing proposals?

|  | Geoengineering (PROP) | Conventional Mitigation climate change (OPP) |
|---|---|---|
| **Who?** | State | State |

| | | |
|---|---|---|
| **What?** | States start to heavily support and invest in geoengineering projects | States should mainly focus on the mitigation of climate change(mainly SQ - reducing pollution created by cars, factories etc., reducing the share of energy produced from fossil fuels) |
| **When?** | Immediately, starting now. | |
| **What would it look like in practice?** | State starts providing lots of grants for scientists working on geoengineering projects, the bureaucracy gets easier so testing can start faster. Fewer regulations are applied. | We could imagine it as strictly following the Paris Agreement. |
| **Exclude extremes** | | It doesn't mean we would start burning coal all day long and we would get back to practices we had already abandoned. |
| **Working examples or analogies** | Aerosol injecting in China, or carbon sucking on Island are some of the already tested projects. | Best examples would be polices that are adopted by countries accroding to Paris agreement, or similar intiatives. For example, The RED establishes binding targets for EU member states to increase the share of renewable energy in their energy consumption. Or carbon tax in Sweeden or the UK's Climate Change Act sets legally binding targets to reduce greenhouse gas emissions and establishes the Committee on Climate Change. |

# Possible arguments
# Proposition

1. **Climate change is an urgent issue that requires immediate action**
   Mitigation is a long-term process and with its current speed of it we are unable to achieve our goals, and our planet will be destroyed. Geoengineering has to ability to be implemented very quickly and to provide desired results within days

or months, which is significantly faster than mitigation. The speed is essential because as we see climate change get progressively worse and worse, that means that every small temperature change will cause more damage than the previous one and more areas will be threatened. Therefore money allocated for mitigating damage from climate change will have to be increased and not used for mitigating climate change itself.

2. **Geoengineering offers a more direct solution that provides real-time social support**
   Mitigation of climate change is a very slow process, and the results can only be seen in the long term. On the other hand, geoengineering directly alters the Earth's environment, which is set as wanted. Thus providing real-time impacts, which is essential for people's support in fighting climate change. The real-time support is crucial for the communities to survive and develop further in harsh conditions of climate change. If this objective is failed these communities will likely migrate, to other areas which will further enhance problems.

3. **Geoengineering provides long-term solutions**
   Geoengineering projects have the potential to provide long-term solutions to climate change. While mitigating climate change is necessary, it may not provide a permanent solution to the problem. In contrast, geoengineering projects can provide a long-term solution by directly manipulating the Earth's environment to achieve desired climate outcomes.

# Opposition

1. **Geoengineering is not tested enough**
   Geoengineering projects are often untested and could have unintended consequences that harm the environment or human health. By continuing to prioritize mitigation efforts, states can reduce emissions and address the root causes of climate change without taking on the risk of untested geoengineering projects.

2. **Mitigation provides more benefits to broad society**
   Mitigation efforts not only help address climate change but can also provide additional benefits. For example, investing in renewable energy sources can lead to job creation and improved public health.

**3.       Geoengineering                 enlarges                 social                 inequality**
Climate change disproportionately affects marginalized communities and low-income individuals. Mitigation efforts can help reduce these inequities by addressing the root causes of climate change and ensuring that all communities have access to clean air, water, and other resources. Geoengineering projects may exacerbate existing social inequalities by failing to address these underlying issues. These projects can contribute to inequitable access and distribution of resources, leading to marginalized communities being left out of the benefits or protections offered by geoengineering interventions. Displacement, conflicts over land rights, and the technological divide between developed and developing nations are additional factors that can exacerbate social                                                                                    inequalities.

# Sustainability and climate
Case studies

## Motion

THBT environmentalist groups should fully advocate for adaptation(e.g. building sea walls, genetically modified crops, exploring alternative living habitats)
 efforts rather then mitigation of the climat change

## Context

As NOAA suggests the biggest advantage is, that once we achieve the GHG reduction, and wait for the certain time period when the emissions are processed by natural cycles, we should be able to maintain our climate stable forever, or at least for another long period of time.
Other scientists suggest that climate change can't be beaten and that we should rather focus on finding new technologies that will help us to fight against extreme weather as a consequence of climate change. This motion considers environmental groups to be the actors responsible for advocating. Mostly it would be organisations like Greenpeace, 350.org, World Wildlife Foundation or Indigenous climate action. All of these use different approaches for advocating their goals, including campaigns spreading awareness, demonstrations, supporting community-led projects or lobbying on a political level.

## What is the problem or decision to be made?

Environmental organisations have a large impact on environmental policies that are made by politicians. They help to form discussions on these topics, and through their activities, they help to shape public opinion on climate change related issues. Thus the decision what should this organisation support largely determines the policies that will be adopted.
The biggest concern of this path it, whether we will be able to adapt over a long period of time because it is expected that if we don't mitigate the climate is likely going to get more extreme. It can get so extreme that we won't be able to adapt. This shows the real trade-off because there are only available resources for one path. Broad society should be aware of the consequences of both paths and environmental organisations play a huge role in this.

# What are the burdens?

The Proposition's main burden in this debate is, to prove that mitigation won't help or, because either we won't be able to achieve it fast enough or for any other reason. On top of that we need to explain that adaptation is a comparatively better choice for allocating our resources.

Opp need to emphasize the significance of mitigation, highlighting its long-term benefits, and argue that adaptation alone is insufficient to address the root causes and systemic challenges of climate change. The Opp team should present the synergy between mitigation and adaptation, address issues of equity and justice, and propose holistic solutions that integrate both approaches for effective climate action.

Note that both sides can get to a point, where they admit both of these solutions are needed, however, as proposition you must defend that in status quo we should do only adaptation.

# What are the competing proposals?

|  | Adaptation (PROP) | Mitigation climate change (OPP) |
|---|---|---|
| **Who?** | Environmental movement | Environmental movement |
| **What?** | Conducting awarness campaigns, lobbying for political support, supporting community adaptations projects. | Conducting awarness campaigns, lobbying for political support for mitigatory policies supporting projects like reforestation which leads to mitigation of climate change. |
| **When?** | Immediately, starting now. | |
| **What would it look like in practice?** | Environmental organisations would spread awareness about the necessity of e.g. building sea walls, and would explain it's benefits so the society supports the change. | Environmental organisations would mainly retaint their current agenda which supports policies like EURO 7 or similar, and would continue in spreading support for these type of policies. |
| **Exclude extremes** | Prop does't have to deffend organasation lobbying for ideas like floating cities, Mars colonization, or moving to underground. | Opp should not push the idea, that the environmental organsations will start to supprot fossil fuel related problems, which are part of mitigatory solutions, they will only shift their |

| | | attantion towards adaptation efforts. |
|---|---|---|
| **Working examples or analogies** | Probably the best examples of already tested adaptation projects are either genetically modified plants or even animals. Good examples are also water management systems, especially in Israel, and Singapore. | A great example are reasons why GMO is currently banned. One of them gene flow from GMO to indigenous species, thus affecting ecosystems that may fall, due to disruption by the organism that recieved the gene form GMO. |

# Proposition

1. **Adaptation can be specifically tailored to each territory**
   Mitigation efforts often require cooperation and action from multiple countries, which can be difficult to achieve. In contrast, adaptation efforts can be more localized and may be easier to implement. By focusing on adaptation efforts, environmentalist groups can address the immediate needs of communities and individuals who are already experiencing the impacts of climate change, regardless of whether governments or other stakeholders are willing or able to take action on mitigation.

2. **Immediate help for vulnerable stakeholders**
   The effects of climate change are already being felt around the world, and marginalized communities, including Indigenous peoples, people of color, and low-income communities, are disproportionately affected by its impacts. These communities often have fewer resources and less political power to mitigate the impacts of climate change. While mitigation efforts are critical for addressing the root causes of climate change, they may not be enough to help these communities adapt to the immediate impacts they are already experiencing.

3. **Getting political support for fast solution**
The global response to climate change has been slow and uneven, with many countries and stakeholders unwilling to commit to ambitious mitigation targets. By focusing on adaptation efforts, environmentalist groups can work with governments and other stakeholders to develop solutions that address the immediate impacts of climate change.

# Opposition

1. **Limitations of adaptation through time**
While adaptation efforts may be more feasible in the short term, they may also have limitations in terms of their effectiveness and scalability. For example, building sea walls or relocating communities away from flood-prone areas may only provide temporary solutions that do not address the underlying drivers of climate change. This means we mostly can solve immediate impacts however we would overlook the root causes, which can be solved mainly by mitigation.

2. **Deepening social injustice in societies that are already being overlooked**
The argument for prioritizing adaptation efforts assumes that those who are most vulnerable to the impacts of climate change are also the most in need of adaptation solutions. However, this overlooks the systemic injustices and power imbalances that underpin vulnerability to climate change. Indigenous peoples, people of color, and low-income communities, for example, are often the most vulnerable to the impacts of climate change precisely because of historic and ongoing injustices that have deprived them of resources and political power. Adaptation efforts might further reinforce this.

3. **Creating GMO and adaptative technologies would lead into monopolization.**
The development and widespread use of GMOs and adaptive technologies will lead to the consolidation of power in the hands of a few large agrochemical corporations and technological corporations. These companies often hold patents on GMO or highly specialized technology, allowing them to exercise significant control over agricultural practices or technological development. This concentration of power can have detrimental effects on farmers, consumers, and the overall diversity of agricultural systems. This generic problem is especially enhanced considering climate change when the entry barrier for creating such a product is very high due to so far unexplored and unfaced conditions such as super high temperature, fast-changing conditions etc.

# Sustainability and Climate

Case studies

## Motion

THBT major polluter nations should open their borders to climate refugees.

## Context

In the face of escalating environmental challenges, the global community finds itself grappling with the issue of climate refugees. These individuals are forced to flee their homes due to the adverse effects of climate change, such as rising sea levels, extreme weather events, and deteriorating living conditions. The debate motion addresses the responsibility of nations that have historically contributed significantly to greenhouse gas emissions. The proposition argues that these countries should bear the burden of providing sanctuary to those displaced by the consequences of their own actions. On the other hand, the opposition contends that this approach may not be practical or fair, urging alternative solutions and shared responsibilities among nations to address the complex issue of climate migration.

## What is the problem or decision to be made?

The problem or decision to be made revolves around whether major polluter nations should open their borders to climate refuges. It raises the question of the responsibility and ethical obligations of these countries towards individuals who are displaced due to climate change. The decision entails weighing the potential benefits of providing refuge and assistance to climate refugees against concerns such as economic strain, resource allocation, and the ability of host nations to accommodate and integrate a potentially large influx of people. It also involves considering alternative solutions and shared responsibilities among nations to address the issue of climate migration effectively.

## What are the burdens?

The burden of the proposition is to demonstrate that major polluter nations should open their borders to climate refugees. They must provide compelling arguments and evidence to support their position, highlighting the moral and ethical imperative for these countries to take responsibility for their past contributions to climate change. The proposition needs to argue that providing refuge to climate refugees aligns with principles of justice, human rights, and global solidarity. They should address concerns

about economic and social impact, emphasizing potential benefits such as labour force diversification, cultural enrichment, and international cooperation in tackling climate change.

The burden of the opposition, on the other hand, is to challenge the proposition's case and argue against opening borders to climate refugees. They need to present counterarguments that focus on the practicality, feasibility, and potential negative consequences of such a policy. The opposition should explore alternative solutions, propose strategies for addressing climate migration more effectively, and highlight the shared responsibilities of nations in managing this global issue. They may also emphasize the potential strain on resources, infrastructure, and social cohesion in host countries, as well as potential challenges in screening and determining refugee status in the context of climate change.

# What are the competing proposals?

|  | Open borders(PROP) | Shared responsibility (OPP) |
|---|---|---|
| **Who?** | Major polluter nations | Major polluter nations |
| **What?** | Open their borders to climate refugees. | Pursue alternative solutions and shared responsibilities to address climate migration |
| **When?** | Immediately, starting now. | |
| **What would it look like in practice?** | establishment of dedicated immigration pathways specifically designed for individuals displaced by climate change, streamlining the asylum process by recognizing climate change as a valid reason for seeking refuge, and providing comprehensive support systems including housing, healthcare, and integration programs to ensure the successful resettlement. | collaborating with international organizations and affected countries to develop comprehensive policies for climate migration, focusing on sustainable development, disaster preparedness, and climate resilience strategies. It would also entail providing financial and technical assistance to affected regions, supporting capacity building efforts, and fostering global cooperation to address the root causes of climate displacement. |
| **Exclude extremes** | Not opening the borders does not mean that opposition can't help the refugees on the border or | Note that the proposition can still defend helping the regions from which refugees come but you |

| | | |
|---|---|---|
| | help the region from which the refugees are fleeing. | can show how opening the borders hinders this type of help or why is this help more efficient. |
| **Working examples or analogies** | Canada has implemented measures to address climate migration by recognizing climate change as a valid reason for refugee status. In 2020, Canada introduced the "Climate Refugee" program, allowing individuals displaced by climate-related events such as rising sea levels or extreme weather conditions to apply for asylum. This program provides pathways for climate refugees to seek protection, access resettlement programs, and receive support for integration into Canadian society, reflecting the proposition's stance on opening borders to those affected by climate change. | The United Nations Framework Convention on Climate Change (UNFCCC) encourages nations to collaborate and develop comprehensive strategies to address climate migration collectively. Through initiatives like the Nansen Initiative and the Platform on Disaster Displacement, the UNFCCC facilitates dialogue and cooperation among countries to enhance disaster preparedness, resilience building, and the protection of climate migrants. This approach highlights the opposition's emphasis on shared responsibilities and international cooperation in addressing climate migration challenges. |

# Proposition

1. **Moral Responsibility:** Major polluter nations have a moral responsibility to open their borders to climate refugees. These countries have contributed significantly to the greenhouse gas emissions that have caused climate change and the resulting displacement of individuals. By opening their borders, they acknowledge their historical role in the problem and demonstrate a commitment to rectify the harm caused by providing refuge and assistance to those affected.

2.      **Global Solidarity:** Opening borders to climate refugees promotes global solidarity and cooperation in addressing the consequences of climate change. As major polluter nations, these countries have benefited from industrialization and economic growth, often at the expense of vulnerable regions that are now experiencing the impacts of climate change. By welcoming climate refugees, major polluter nations can show solidarity with the global community, share the burden of displacement, and foster a collective response to climate-related challenges.

3.      **Long-Term Benefits:** Opening borders to climate refugees can bring long-term benefits to major polluter nations. By welcoming individuals who have been displaced due to climate change, these countries can tap into a diverse pool of talent, skills, and perspectives. Climate refugees can contribute to the economy, fill labour gaps, and bring innovation and resilience to communities. Embracing climate refugees can also foster cultural exchange and understanding, enriching the social fabric of major polluter nations and creating a more inclusive and diverse society.

# Opposition

1.   **Practical Challenges:** Opening borders to climate refugees poses significant practical challenges for major polluter nations. The potential influx of a large number of individuals seeking refuge can strain existing resources, infrastructure, and social services. Adequately accommodating and integrating a substantial population of climate refugees may require substantial investments and could disrupt the social and economic fabric of host nations.

2.      **Shared Responsibilities:** While major polluter nations have a role to play in addressing climate change, the burden of assisting climate refugees should be shared among all nations. Placing the entire responsibility on major polluter nations could create an unfair burden, as other countries may have also contributed to global emissions or be capable of providing support. Encouraging global collaboration, financial assistance, and capacity-building efforts among all nations is a more equitable and sustainable approach.

3.      **Alternative Solutions**: Opening borders to climate refugees may not be the most effective solution for addressing climate migration. Instead, major polluter nations should focus on implementing robust climate change mitigation measures, investing in climate adaptation strategies, and supporting sustainable development in vulnerable regions. By addressing the root causes of climate migration, major polluter nations can contribute to long-term solutions that benefit both affected regions and the global community, rather than solely focusing on short-term responses like opening borders.

# Sustainability and climate

Case studies

## Motion

THS the managed relocation of biodiversity in response to climate change

## Context

Climate change presents a significant threat to global biodiversity and ecosystems. As temperatures rise and weather patterns shift, many species like American Pika, Saltmarsh Sparrow or Tufted Puffin struggle to adapt to their current habitats. The motion addresses the question of whether managed relocation, also known as assisted migration, should be employed as a strategic response to mitigate the impact of climate change on biodiversity.

## What is the problem or decision to be made?

The debate centres around the decision to implement managed relocation as a means to protect biodiversity in the face of climate change. The proposition aims to establish that managed relocation is a necessary and effective tool for preserving endangered species and ecosystems, while the opposition argues that the potential risks and uncertainties associated with this approach outweigh its benefits. Relocation a in different way has already been used in history. Species were introduced to new habitats to fight other unwanted species, such as Cane Toads in Australia. Cane Toad has been way too successful and has take over several ecosystems in Australia. It is also necessary to take into account whether biodiversity is or isn't important.

## What are the burdens?

The proposition must demonstrate that managed relocation is a scientifically guided and ethically sound approach that provides tangible benefits for biodiversity conservation. The opposition, on the other hand, must showcase the potential ecological, social, and ethical burdens associated with managed relocation, emphasizing the risks and uncertainties involved.

# What are the competing proposals?

| | Relocation (PROP) | Ecosystem adaptation on their own (OPP) |
|---|---|---|
| **Who?** | State/Environmental organization/Scientists | **Nature**/State/Environmental organization/Scientists |
| **What?** | Stakeholders mentioned above would start to artificially move organisms threatened by climate change to new places. | All organisms should stay in their current ecosystems. Their potential conservation should be done by them through migration or adaptation. Or help should be provided directly to the ecosystem. |
| **When?** | Immediately, starting now. | |
| **What would it look like in practice?** | Stakeholders would first identify such organisms. Secondly, they would find new most suitable locations. Thirdly they would capture the organism and relocate it. | Nature is left to adapt or is slightly helped if needed, by replanting trees, renovating creeks etc. |
| **Exclude extremes** | Opp can also claim, that they would rather support the ecosystems locally e.g. reforesting, pond creation etc. Exclude things like building new ice plains to relocate polar bears or moving the majority of the Great barrier reef. | Prop doesn't have to defend that all organisms should be relocated, plus that the ecosystems should be perfectly fitting. |
| **Working examples or analogies** | Massive biodiversity relocation has never been done yet, since the circumstances did not require it, however, the listed animals where relocated because they were threatened by human activities. Great examples are desert Tortoises in California and Natterjack Toads in the United Kingdom. | Some ecosystem/organisms were already threatened by climate change or human activity, yet they were able to adapt on their own or with some help from conservationists. Great example is Chesapeake Bay, USA or Serengeti-Mara Ecosystem, East Africa. Or bad example of "relocation" are many Australian species such as the Cane Toad or Red fox |

# Proposition

1.  **Preservation of Species**
    Managed relocation allows endangered species to be moved to more suitable habitats, reducing the risk of extinction caused by changing climate conditions. It enables conservationists to proactively protect species that are particularly vulnerable to the effects of climate change, increasing their chances of survival and long-term sustainability.

2.  **Ecosystem Resilience**
    By relocating key species, ecosystems can be bolstered to maintain vital ecological functions and services, enhancing their resilience in the face of climate change. Managed relocation helps to preserve biodiversity, ensuring that ecosystems continue to provide essential services such as pollination, seed dispersal, and nutrient cycling, which are crucial for the overall health and functioning of ecosystems.

3.  **Long-term Economic Benefits**
    The preservation of biodiversity through managed relocation contributes to long-term economic benefits. Ecosystem services provided by diverse and resilient ecosystems, such as carbon sequestration, water purification, and tourism revenue from ecotourism, can have positive economic impacts. By safeguarding biodiversity, managed relocation supports sustainable economic development and provides economic opportunities for local communities.

# Opposition

1.  **Ecological Disruption**
    Managed relocation can disrupt existing ecosystems by introducing non-native species or altering ecological interactions, potentially leading to unintended consequences and harm. Relocating species to new habitats may disrupt the delicate balance of existing ecosystems, displacing native species, and increasing competition or predation. Such disruptions can have cascading effects on ecosystem dynamics, potentially leading to declines in native species and ecological imbalances.

2.  **Natural Adaptation and Resilience**
    Ecosystems have the potential to adapt and demonstrate resilience in the face of changing climatic conditions without human intervention. By allowing natural processes to unfold, species may have the ability to adapt through

genetic changes, behavioral shifts, or ecological adjustments, without the need for managed relocation. Encouraging natural adaptation fosters ecosystem self-regulation and promotes the development of resilient and self-sustaining ecosystems.

3. **Ethical Considerations**

The intentional movement of species raises ethical concerns, including the potential infringement upon the rights and autonomy of organisms and the potential disregard for the intrinsic value of species and their natural habitats. Managed relocation may involve human interference in natural processes, which can be seen as an ethically questionable approach. It raises questions about our responsibility towards preserving the intrinsic worth of all species and their right to exist and evolve naturally in their native habitats.

# Noise, News and Neutrality

Worksheet - Radosław Czekan - Fundacja Polska Debatuje

## Part I- Critical and analytical thinking skills- exercises

### Exercise 1:

Motion: This House prefers a world without state-funded news organizations (e.g. SABC, BBC, AlJazeera, Deutsche Welle, etc.)

**List at least 5 different stakeholders and rank them from the most important to the least important one.**

**Questions:**

1. Why do you place one over the other?
2. Do the Proposition and Opposition teams rank stakeholders in the same way? Why do they differ?
3. How would you define subgroups within the most important stakeholder? How does motion impacts them differently?

### Exercise 2

Motion: This House would introduce fairness doctrines in the major news organizations

**Divide groups of 2-3 students and draw their sides (the Proposition and the Opposition). List several arguments for either bench. Organize them into categories\*:**

1. Arguments about the problem or assumptions

| |
|---|
| |

2. Arguments about the values, rights, and dutiesArguments about the

| |
|---|
| |

consequences

| |
|---|
| |

*Questions:*

1. Which arguments are more important strategically for a given side?
2. How would you attack the best arguments on either side?

- You can use Thinking Models and Strategy as a point of reference for argument categories.

## Part II- Motions for further practice

*This House would appoint board management of the state-funded media through the general election.*

**Context:** State-funded board management is usually appointed by political bodies. For example, The BBC CEO is appointed by the King-in-Council, on the advice of the Secretary of State, The Deutsche Welle Director General is appointed by the Broadcasting Council which consists of different representatives nominated by e.g. parliament, government, church, trade unions, universities.

*This House would compel news media to give coverage to all demonstrations proportionate to the size of that demonstration.*

**Context:** Demonstrations are covered differently by different news outlets at their discretion in terms of air time, framing, commentary, and even size of the demonstration. The coverage significantly influences the public perception of the protest's importance and social mobilization. Though most of the news media invoke in their policies objectivity and fair coverage, there is no effective enforcement of it at this moment.

*This House would prosecute the production, distribution, and sharing of fake news*

**Context:** Several countries introduced prosecution of fake news distribution. For example, Greece prosecutes citizens who spread false information during the COVID-19 pandemic. Similar regulations were passed in Malaysia, South Africa and the current regulation is used for investigation in Turkey.

# Noise, News and Neutrality

Case studies

Motion

This House prefers a world without state-funded news organizations (e.g. SABC, BBC, AlJazeera, Deutsche Welle, etc.)

## Context

News organizations are usually owned by either state, private owners, or groups of interests. Examples of state-funded media are among many: BBC in UK, Deutsche Welle in Germany, TVP in Poland, SABC in South Africa, AlJazeera in Qatar, CBC in Canada.

## What is the problem or decision to be made?

State-funded media are widely accessible, free, and a common source of information for citizens. However, there is a strong incentive for the government to influence such media by setting up agendas, instilling soft or hard propaganda, and manipulating the market with unfair advantage. As the official owner or the major financing institution state can (though not need to) choose and revoke the Board of Directors, Chief Editors, particular journalists or influence the program. Therefore state-funded media can bring massive benefits to democracy or be the first nail in the democracy's coffin.

## What are the burdens?

The Proposition needs to prove that a world without state-funded news organizations would be better. The Proposition needs to present and characterize what the world would look like without state-funded media. Who would take their place? How consumption of media would change?

The Opposition needs to prove that the status quo with state-funded media would be comparatively better.

# What are the competing proposals?

| | Without state-funded media (PROP) | With state-funded media (OPP) |
|---|---|---|
| **Who?** | State government | Mostly private owners (private firms, individuals, shareholders) |
| **What?** | The world changes like with a magic wand and state-funded news organizations disappear. | Status quo. |
| **When?** | Starts tomorrow. A future-oriented debate | |
| **What would it look like in practice?** | State doesn't fund media but can own its own communication channels (like websites, social media accounts, press conferences, and official announcements). The state would be probably highly covered by different private media with different perspectives. | State funds some media and has various levels of control over them. The more democratic state, the more likely independent state media. |
| **Exclude extremes** | We don't defend every single private owner (like Murdoch Family and Fox News). | We don't defend state media in non-democracies like North Korea or Russia. |
| **Working examples or analogies** | USA media market is dominated by private entities with no major state news organizations. | BBC and Al-Jazeera are great examples of high-quality state-funded journalism. |

# Possible arguments

## Proposition

**1. State-funded media are inherently biased and dangerous for freedom of speech.**

Even the best regulation is not possible to deliver fair and objective coverage, which makes it illegitimate public spending. The government has a strong incentive to influence coverage and even if it doesn't do it, it can have a chilling effect on journalists. In private media, the major evaluator and determinant of the job is the ultimate viewer (also so-called the citizen). In publicly-funded media, politicians can decide about reducing or restructuring the budget.

**2. Private media represent public interest much better.**

State-funded media needs to cater to the dominant politicians or political parties because their existence relies on it like in Qatar or Poland, so they are easier to influence by the government.

Private media due to market incentives are forced to cater to the majority of the citizens and often to those disadvantaged (to widen the audience base), so even with private ownership, journalists are much more influenced by viewers than owners. For example, numerous controversial laws voted in Poland were kept silent by state media (no information leads to no protests), while were signaled by the private station TVN owned by private owners from the US (information led to street protests and withdrawal of laws).

**3. State-funded media harms competition at the market.**

Theoretically unlimited budget and abilities to extend it make operation for private local, national and regional news outlets much more difficult and unstable, which stifles competition and deters independent investors or stakeholders to create new news organizations. Some state-funded media dominates also regional and global public discourse (like BBC, Al-Jazeera, Axel Springer-Politico) with little ability to enter the market for other organizations.

## Opposition:

**1. Privately-owned media are even more biased and dangerous.**

Private companies or individuals shape the narrative according to their interests and profits. For example, international media conglomerates like Axel Springer (German capital) is able to shape public discussion for their own business interests in different

European countries (like Poland).

Jeff Bezos (owner of the Wall Street Journal) is able to stifle journalists' investigation and criticism of his enterprises and diminish published arguments on wealth redistribution (e.g. tax or income caps). The influence of the WSJ is not only in the US but also in other parts of the world, where it is commonly quoted.

**2. State-funded media are better controlled by the democratic process.**

All political parties and citizens have a clear interest to disallow manipulation and censorship. That is why legislation and regulation ensure the independence of media like at BBC.

**3. State-funded media covers and represents society's interests.**

For example, private media has little incentive to cover global climate change (due to low article performance and so the profits). State media don't need to worry about viewership and can shape public awareness rather than only respond to it. On the other hand, state-funded media are usually expected to cover issues important to the widest group possible in a given country regardless of their status or opinions.

**4. State-funded media serve as a necessary balance against polarizing private media**

Market incentives for private media encourage polarizing messages and coverage. The lack of alternatives in the form of not-for-profit state-funded news would create even stronger division within society.

# Noise, News and Neutrality

Case studies

## Motion

This House would ban political advertising on social media

## Context

Advanced targeting of political campaigns on social media made electoral persuasion highly effective, cost-efficient, and difficult to spot. The targeting uses enormous data on particular users (gathered for other purposes like games or friendly interactions) and tailors the political message to them multiple times at the proper moment with proper emotions.

## What is the problem or decision to be made?

The question is whether political advertising does not give an unacceptable political advantage, whether it is ethical, and whether it improves democracy.

## What are the burdens?

The Proposition needs to prove political advertising brings so much harm that it justifies a ban (not a regulation or education or any other action)

The Opposition needs to prove that the ban is excessive and could lead to even worse consequences. Additionally, the Opposition may argue that political advertising on social media brings some benefits, that outweigh the harm.

## What are the competing proposals?

|  | Ban on political advertising on social media (PROP) | With political advertising on social media (OPP) |
| --- | --- | --- |

| Who? | The state bans platforms, politicians, middlemen, political stakeholders, and any people from executing political advertising, | Everyone can run political advertising on social media. |
|---|---|---|
| What? | A ban on political advertising, so any advertisement with a political context or a (even indirect) purpose to influence voters.<br><br>Advertisements include video spots, visuals, or any information provided by politicians in an organized and intentional way to influence electoral decisions. This does not include the organic online activities of citizens and supporters, independent journalists or organizations lobbying for their causes. | |
| When? | In the near future. A future-oriented debate | |
| What would it look like in practice? | Political advertising would be a criminal offense judged in an instant trial in court. | Political advertising in social media is allowed in all forms of activities: posts, ads, videos, comments, stories, reels, etc. |
| Exclude extremes | We don't support penalizing political discussions by citizens or stifling any political debate on social media. | We don't support spreading falsehood or hate speech for political gain. |
| Working examples or analogies | Defamation in the electoral campaign is usually held by a judge within 48hrs to limit its impact on voting. | Political advertising on social media does not differ from well-researched political campaigns on billboards. |

# Possible arguments

## Proposition

**1. Political advertising on social media promotes the richest, not the best candidates**

Political advertising on social media requires significant capital (e.g. to buy users' data or troll farms), know-how, and access to data, which is inaccessible to most candidates. Even if many candidates have access to such resources, the winner is always the richer one due to the enormous advantage in the accuracy and quality of ads, higher reach, stronger online engagement, and retention. Such a disadvantage distorts voting to the extent the proper representation is lost.

**2. Platform algorithms are neither transparent nor accountable, but influence electoral results.**

The way algorithms select and display content for users is not clear and is being constantly changed. State or courts are not able to see how the selection was decided, and which users were targeted with what messages, which makes manipulation, deception, and disinformation easier, more attractive, and more effective. The Brexit campaign is claimed to be significantly influenced by social media manipulation. There is no surprise that in Q1 2023 most polls presented the majority of UK citizens would vote for EU membership.

**3. Harm on the election is irreversible.**

Fake news, hateful campaigns or scaremongering brings political gain even if it will be later reported and taken down. The effect is achieved. Even in the court, the scope of harm would be difficult to prove, so the punishment would be usually underestimated.

**4. Social media advertising algorithms encourage polarization and radicalization.**

The ad performs better if it creates a strong emotional response for the most people possible. Therefore igniting heated conflict, spreading radical claims, and exaggeration are used commonly in advertising. Such algorithms bring benefits to platforms, so it is unlikely to be modified in the near future.

# Opposition:

**1. Political speech is the most fundamental expression of freedom of speech**

Presenting political ideas to citizens is the most basic human right in a democracy. Moreover, all presented on social media would be said anyway in real campaigning

or TV program. Therefore banning political communication because it is effective is counterproductive for democracy.

**2. Political advertising on social media is one of the cheapest campaigning expenses and allows niche or starting politicians to gain supporters.**

Compared to traditional ways of promoting candidates (open meetings, printed ads, and spots on TV) social media offers free or significantly cheaper opportunities to build a supporter base. Moreover, social media advertising allows to target undecided voters, but also opponents' supporters, which diminishes polarization and increases representation.

**3. The social media are a double-edged sword. Opponents can also use such advertising to advance their cause. There is no inequality.**

We should encourage politicians to be more innovative in ways to understand citizens and offer them valuable policies. That is why any way to remove social media political advertising deters the most ambitious and valuable candidates from politics.

**4. Social media advertising allows for real, unique dialogue with voters, due to comments, likes, and sharing options.**

Traditional advertising (banners, TV spots, newspaper ads) has not allowed for instant interactions, which created a false perception of agreements and similarity, while society and highly diverse and needs more conversations.

# Noise, News and Neutrality

Case studies

## Motion

This House would introduce fairness doctrines in the major news organizations

## Context

In the status quo news organizations decide on their own what time, what guests, and to what extent to cover events, debates, or any controversial issues. Some media outlets use internal rules and regulations for objectivity, neutrality, or fair coverage. However, most media cover issues, and events and invite guests based on their agenda, biases, interests, and preferences.

## What is the problem or decision to be made?

Major news organizations are capable of massive political, social, and cultural influence. Therefore society's interest is to regulate media in a way that it enhances democracy and freedom. Unfortunately, mere access to the platform like major broadcasters even for a few minutes is nearly impossible for some citizens, organizations, and voices. The question is how to balance private and public interests as well as how to improve public discourse.

## What are the burdens?

The Proposition needs to prove that state intervention in media to ensure fair coverage is the best way (better than feasible alternatives) to solve current problems. Moreover, the Proposition needs to provide arguments for why private freedom limitation is justified.

The Opposition needs to prove that the status quo or feasible alternatives are better options to solve given problems or that the state has no right to such intervention.

# What are the competing proposals?

| | With fairness doctrines (PROP) | Without state-led fairness doctrines(OPP) |
|---|---|---|
| Who? | State government intervenes | Mostly private owners (private firms, individuals, shareholders) decide independently |
| What? | Obligation intended to ensure fair representation of diverse voices and balanced coverage of controversial issues in broadcasting programs.<br><br>Only in major news organizations like: CNN (US), BBC (UK), TVN (Poland), Deutsche Welle (Germany). | Freedom to decide independently how to invite guests, which issues to cover, how much time spent on issues and guests etc. |
| When? | In near future. A future-oriented debate | |
| What would it look like in practice? | On issues like abortion, all media would need to invite pro-life, pro-choice activists, and some other options.<br><br>Demonstrations are covered proportionally to the turnout regardless of the events or interests. | On issues like abortion, editors exclude religious representatives, because the media believes in a secular state or does not invite anti-science influencers.<br><br>Demonstrations are covered proportionally to their importance and social interest, not just the number of participants. |
| Exclude extremes | We don't want everyone to be involved, because it would paralyze coverage. We limit ourselves to max. 5 guests from the most represented groups and limit demonstration coverage to current coverage habits. | We condemn media that don't invite women or ignore significant social groups.<br><br>However we believe the change should be from the bottom up. |

| **Working examples or analogies** | Fairness Doctrine from the US, but applied more effectively. Another example: the impartiality rule at BBC. | Most notable news organizations like The Economist, CNN, and South China Post demonstrate the diversity of opinions without state obligation. |
|---|---|---|

# Possible arguments

## Proposition

**1. Existing market incentives increase polarization.**

Due to the limited time and occasions, citizens consume media, there is a strong incentive for broadcasters to cater to viewers' biases and prejudices to the highest extent because it increases emotional response, engagement, and retention in all media channels. Polarizing media invite one-sided guests, imitate experts, ignore competing events and opinions as well as exaggerate the importance and undergoing of some events. Only state intervention can break this cycle.

**2. Private interests of media organizations distort reality and democratic choices. The rule of greater good shall be applied for regulation.**

Most major broadcasters are privately owned, profit-incentivized organizations with economic and political interests. Therefore selection of stories, coverage, and guests even if it looks fair and objective can significantly exclude important influence groups or events from the public discourse and further from democratic representation. Moreover, media owners might have the incentive to exclude people, events, and stories that in any way could harm their interests. For example media operating in the EU, but owned by the USA are not likely to platform any critical guests toward the US government.

**3. Freedom of speech is intended to increase the diversity of voices. If it were used to limit the diversity of voices, it would be inconsistent.**

Some editors argue that media channels are allowed to invite whomever they want and cover whatever and however, they want due to freedom of speech. Such

reasoning would lead to absurd conclusions, that media that actively shut down some important voices is a freedom of speech promoter. That is why such an attitude is illegitimate and inconsistent.

**4. Fairness doctrines increase the quality of public discourse and further the quality of democratic representation in elections.**

More diversity and equality in discussion means more chances to correct, exchange and hear other points of view, which allows viewers to be more critical and open. E.g. Media would be allowed to platform conspiracy theories on global warming without a climate activist or scientist in the newsroom.

# Opposition:

**1. An average person has the easiest access to different opinions in the entire history.**

The ability to access, read, and connect with diverse views or groups of interests or even the coverage of events is the easiest and most accessible in history due to free and common social media platforms and free streaming options. Therefore the intervention claims to solve the unexisting problems are excessive and illegitimate.

**2. Private and often conflicting interests of different organizations are a guarantee of freedom and diversity.**

Media compete for viewers and therefore have a clear interest in catering to various citizens, and groups and involve events that are not covered by other media organizations. Fairness doctrines would enforce some diversity but would decrease overall access to media platforms for many other stakeholders, who would not fit under the state regulatory guidelines.

E.g. fairness doctrines would provide an excuse to not invite a citizen-led electoral committee in France while there are already 3 major parties hosted in a program.

**3. Fairness doctrines encourage destructive conflict and polarization.**

To increase the chances to be covered a person, group or event needs to be as far from the other side as possible. Therefore even if the groups would be moderate and agree on most issues, they would need to differ, polarize, and disagree to increase their air time. This is destructive for public discourse. For example, some

conservative politicians might be encouraged to be more radical on immigration (e.g. dehumanizing migrants) to increase their ability to be invited.

**4. Fairness doctrines are hard to control and therefore could easily slip into censorship with a freezing effect on media.**

There is no clear classification of who is an expert or valuable speaker on any topic and what side they represent. Neither there is a classification of how many and what sides exist to the particular problem. Therefore any execution of the fairness doctrine would seem too challenging and risky to fail in excessive censorship

# Noise, News and Neutrality

Case studies

Motion

This House prefers that speech and user content on social media be regulated by the government as opposed to set independently by the platforms

## Context

Social media platforms (e.g. Twitter, Facebook, Instagram, TikTok) use internal regulations and procedures for content moderation. The declarations and execution might vary, but it puts a lot of responsibility, autonomy, and power in the hands of the privately-owned platforms, which are not democratically accountable.

## What is the problem or decision to be made?

The increasing number of fake news, hate speech, and other harmful content is alarming. The question is no longer whether should it be moderated, but how should it be done.

## What are the burdens?

The Proposition needs to prove that government regulation would be more effective in targeting harmful content on social media than independent moderation by platforms.

The Opposition needs to prove that independent moderation by platforms is more effective than governmental intervention.

## What are the competing proposals?

| | Government-led regulation (PROP) | Independent platforms moderation (OPP) |
|---|---|---|
| **Who?** | The state compels social media platforms to apply state regulation. | Social media platforms (privately owned) set and execute content moderation rules independently. |
| **What?** | Content moderation rules and execution on i.a.:<br>• fake news<br>• hate speech<br>• disturbing content<br>• age-inappropriate content<br>• other sensitive content. | |
| **When?** | Now and in near future. A future-oriented debate | |
| **What would it look like in practice?** | All regulation is created in a democratic process, is transparent and its execution is enforced by law.<br><br>Poor application by platforms would lead to sanctions such as fines, blocking, and other measures. | Facebook and Twitter have different policies. Any user can report content at any time, but the issue is handled by internal algorithms or officers and might be subjective.<br><br>However, the measures might be much more up-to-date, flexible, and tailored to the platform. |
| **Exclude extremes** | We don't support the Thought Police and we do not intend to effectively ban social media. | We don't support radical freedom of speech and no moderation or poor moderation by platforms. However, we believe the rules and enforcement should be handled by the owners. |
| **Working examples or analogies** | States already penalize hate crimes, defamation, or fraud regardless of where it happens. Other similar policies include AI regulation or misinformation counteraction in EU. | Twitter demonstrated before the government acted important initiatives e.g.: fake news flagging in the COVID-19 pandemic or account authentication. |

# Possible arguments

## Proposition

### 1. Platforms policies are always subject to conflicting interests of the owner

Platforms belongs to the owner, whose interest are often clashing with the users or the public good. The acquisition of Twitter by Elon Musk and the reopening of Donald Trump's account (who previously with using fake news inspired the attack on the Capitol) are notable examples of the profit-incentive dependence on the platform. Even the best policy could be changed overnight without any notice or accountability.

### 2. Platforms are not transparent in their operations

Social media platforms do not share (or even are not able to share) the process of content moderation e.g. in the case of account reporting, because of the complex algorithms that handle most of the operations. The algorithms are not publicly available and not regulated and therefore no one can question the decisions effectively. Government intervention would enforce platforms to at least achieve desirable goals and be judged based on the consequences of the moderation.

### 3. State regulation reflects local laws, context, and morality

Social media companies are usually based in the US or other single countries, which does not represent local laws, context, and morality of e.g. Brazilians, Spaniards or Egyptians. Therefore the moderation needs to be guided by local laws rather than imposed by a US-centered, narrow, and privileged perspective. Even if platforms would be eager to comply with hundreds of local regulations, it seems highly difficult to implement and nearly impossible to reliably manage on a daily basis.

### 4. Government-led laws are usually consulted with stakeholders (companies, citizens, NGOs) and are more stable, which creates more confidence in operations and more compliance from day one.

Platforms are not obliged or incentivized to conduct open consultations, which causes social backlash, disobedience and overall lack of trust in society.

## Opposition:

### 1. Government is not competent to make the regulation effective.

Officials, stakeholders, or even external experts do not have access to confidential information on algorithms, their future operations, and the consequences of the intended rules. Politicians rarely understand modern technology and therefore are not able to create effective laws or make platforms accountable.

## 2. Government regulation would make content moderation slower and less flexible.

The nature of social media is incredibly dynamic, which requires high flexibility, adaptation, and reaction in a matter of hours or days. The legislative or executive process is too slow and would only increase the reach of harmful content. For example, climate change disinformation campaigns are fast, massive, ambiguous, and related to breaking news, so the regulation is often unable to prevent or respond unless it is based on preventive algorithms and advanced information on users, which is not accessible to the government.

## 3. Government intervention is always politically motivated

Social media platforms have clear incentives to cater to the most users possible, including those sensitive, and disadvantaged, but also disappointed with a flood of fake news on their wall. Politicians focus on political goals and prioritize the agenda and interests of the voting base. Therefore government intervention is likely to create discriminatory and unfair content moderation e.g. anti-immigration government would diffuse the definition of hate speech to make it ineffective. Private entities might not be perfect, but at least are more accountable to users than politicians.

## 4. Platforms' ability to effectively moderate content becomes a competitive advantage.

More and more users demand effective moderation from platforms e.g. flagging fake news, removing destructive accounts, preventive measures, or automated fact-checking on climate change content. Therefore more platforms (like Twitter, and Instagram) improve their moderation efforts from the bottom up and state regulation would only destroy it.

# New Global Learning



## Identity, Culture, Religion, and Border Crossings

# Identity, culture, religion, and border crossings

Motion: This House should implement mandatory diversity training in the workplace.

## PART I:

- **Exercise: Group discussion**

  The debaters will be divided into small groups of 4 (in case of insufficient number of debaters into groups of two).

  Half of each group must come up with as many advantages as possible (without coming up with arguments) and the other half must come up with as many disadvantages as possible.

  After 5 minutes, the coach announces that, again as a whole group, they should choose the 1 most important advantage and disadvantage.

  Then the coach separately does an analysis with each individual group of their advantages/disadvantages and they look for a reason why they chose that one.

  Specifically:

  - Why is this advantage/disadvantage more important than others?
  - Is it an advantage/disadvantage for only one group (the company as a whole/management/employees)? Or does it affect multiple stakeholders? If so, how?
  - Can an advantage also be a disadvantage? (and vice versa)
  - Can you think of any other way to achieve this advantage/disadvantage than mandatory diversity training?

- **Exercise: Role play**

  The debaters take on the role of a manager and his/her subordinates, where the trainer assigns them successive workplace problems (focusing on cultural and religious differences) and the debaters have to solve them. The trainer assigns some of the model situations to the employees and the manager has to solve them.

  After the problem is solved, there is a peer discussion about whether the debaters agree with the solution, what the manager did wrong and what risks the solution brings.

  After the discussion, another debater takes the role of the manager, the coach raises another problem and again it is up to the manager to solve it.

  Specific situations:

  - The collective makes inappropriate jokes about the religion of one of the employees.
  - The collective is divided into homogeneous groups by ethnicity. Individuals have difficulty talking to others, they don't know what to talk about.
  - Employees complain about one colleague taking leave because of religious holidays, which most of them do not celebrate.

- Some employees bully a new colleague because he does not speak the language as well as others. Some of the team would like to defend the colleague, but they are afraid that they themselves will become victims of bullying.

- **Long-term exercise: Reaching out to a company that has already implemented mandatory diversity training**
  The debaters are divided into several groups (depending on the total number of debaters).
  Each group will address a specific company that has already implemented diversity training.
  As part of the collaboration, the debaters would learn the background of the issue, what concrete steps the company has taken and whether it has met expectations, or what problems remain.
  The debaters would then analyze the situation, look for missteps, good steps, suggest further solutions to persistent problems, and finally evaluate how successful the solution was.
  Finally, they would present it to the other debaters. All groups would then look for the same parts, compare whether the same results were achieved and if not, why they were not achieved.
- PART II: Motions for Further Analysis
  - **THB employees who voluntarily increase their knowledge of diversity should be rewarded above and beyond their salary.**
    Currently, employees are rewarded with other benefits (pension contributions, multisport cards, my-day off, etc.) in addition to their salary. These benefits are linked to their work performance and the fulfillment of their duties. If this were in place, they would be rewarded with these and other benefits (e.g. priority in training programmes over others) if they showed improvement, or an effort to improve in accepting cultural differences. For example, through voluntary e-learning courses or other training programmes.
    This solution could bring higher intrinsic motivation to work with diversity and improve oneself.

  - **THS implement peer-to-peer programs to improve understanding of diversity in companies.**
    Peer-to-peer programmes on a variety of bases have shown greater long-term effectiveness than traditional training programmes (especially among young people). By introducing this P2P system in companies, employees would be more motivated to participate in the running of the company, improving internal relations and integrating the team. There could be P2P training among employees. When everyone would be interested in a topic close to them and would educate their colleagues.

Another option is P2P, in which employees who better understand cultural differences would coach those employees who show gaps. They, in turn, would not be afraid to approach them with a problem or ignorance because their colleagues would not be able to punish them (unlike their supervisor).

This system could be a less violent alternative that would be more accepted by employees.

## Motion

This House would introduce compulsory lessons of all religions in school.

## Context

In a context of increasing religious diversity and pluralism, concerns have been raised about the lack of knowledge and understanding of different religious traditions among young people. As a result of globalisation, are countries that have traditionally been religiously homogeneous increasing the penetration of smaller religious movements and beliefs. (e.g. in countries that were almost exclusively Christian is increasing number of Muslims, or various non-Abrahamic religions such as Buddhism or Taoism. Many more people are also converting from mainline churches to smaller and reformist streams.)
The problem is mainly not knowing the differences between the each religions and the resulting fears. This is mainly due to inappropriate teaching that focuses only on the main religious stream(s) or omits teaching religion altogether. All of this is cropland for the populists.
Compulsory religion lessons in schools may help with this, but also it have some risks. Firstly, replacing the teaching of religion in history or social science classes will allow more time to be devoted to the core content of the curriculum (history, behaviour, sociology, etc.). It will also allow more focus on the quality of teaching of each religion and describe everything more aqurately.
Problem could be the quality of teachers and the way how they teach. There will be needed enough amount of proffesionals in their field of study. Also will be needed to check if the the way of teaching is not one-sided or discrediting a religion.

## What is the problem or decision to be made?

In the debate must be compared the risk of the misrepresentation and misunderstanding of facts that is already happening, with potential risk of inadequate and purposefully discrediting the teaching of religion if lessons would introduced. The benefits of new knowledges from the religion lessons, time for the filling other subjects and quality of tuition should also be aimed, as same as they must determine how much the state/other higher power should intervene to improve their awareness.

## What are the burdons?

Prop:
Addressing the risk of low quality of teachers' knowledge about religion. Also find a way to supervise teachers so that they do not discriminate against certain religions.

Op:
 Proving that the quality of teaching (and other control) is difficult to implement, also that there will be a lack of motivation and time to teach students, and may damage their own beliefs.

**What are the competing proposals?**

|  | Compulsory lessons in school (PROP) | Status Quo (OPP) |
|---|---|---|
| **Who?** | Governments in the countries of the functioning democracies, activists supporting inclusion, progressive citizens. | Governments in the countries of the functioning democracies, activists aggainst inclusion, conservatives citizens. |
| **What?** | Introducing compulsory lessons of all religions in schools, education of youth and teachers for less stereotyped society. Frequency of lessons depends on grade. | Education based on the voluntariness of individuals, leaving powers only within the limits of individual school curricula. |
| **When?** | This policy will be implemented during the upcoming next school year with government oversight in the early years. | |
| **How it would look like in practice?** | Quite similar to other school subjects such as PE, history or maths. At least one hour once a week (or equivalent). Depending on type of a school, grade or the fervor of schoolchildren. | Much like the status quo (or nearly so), where the teaching of religion depends on individual governments, schools. teachers and students. All based on voluntariness and willingness to learn. |
| **Exclude extremes** | The proposition would not support forced adoption/rejection of religion and would adhere to basic human rights. | Should don't supports ban on religion in schools (include SQ as e.g. teaching religion in history classes), or teaching just some of the religions by the non-objective way. But the freedome of religion and faith should be maintained. |

| Examples or analogies | In the Norway is taught the subject „Religion and Ethics" which should combines the study of religion with the study of philosophy and ethics. | Brainwashing by extremist groups teaching religion (eg in Hungary) where it cause increasing of prejudice and fear of other religions. |
|---|---|---|

## Possible Arguments

**Proposition:**

**Claim: Introducing compulsory lessons of all religions in schools addresses the need for cultural and religious literacy, fostering a more inclusive society.**

Justification: Today, cultural and religious diversity is increasingly common and requires greater education about differences, how to understand them and the context. By making teaching about all religions compulsory, schools can equip pupils with the knowledge and understanding necessary to navigate and appreciate different cultural perspectives. For example, students who receive comprehensive religious education may demonstrate greater cultural sensitivity and a more inclusive worldview.
 Evidence: A study "Let There Be Light!" was focusing on the implications of teaching about religion to sixth grade students at a public charter school. One of the judgement was, that the teaching about religions have potential to undermine the important differences and to undertake a more multicultural approach to teaching about religion.

**Claim: Introducing compulsory lessons of all religions in schools respects the right to religious freedom and promotes cultural understanding and tolerance.**

Justification: In a democratic society, individuals have the right to practice their religion freely. By providing compulsory education about all religions, schools uphold this fundamental right while also fostering cultural understanding and tolerance among students. This approach aligns with the principles of inclusivity and respect for diversity.
 Example: Some countries like Norway have implemented inclusive religious education programs that aim to promote mutual respect and intercultural dialogue. Teaching practices causes that religious education positively influence students respect diversity and enhanced their understanding.

**Claim: The introduction of compulsory religion lessons increases the potential use of other subjects.**

Justification: In subjects that are now more or less concerned with religion (mainly history and social sciences), religion, if sufficiently addressed, occupies a significant part of the lesson allocation. If religion classes were given their own subject that did not interfere with the others, students would not be deprived of material from the original subjects that took a back seat to the teaching of religion in subjects not so closely related to it.

**Opposition:**

**Claim: Introducing compulsory lessons of all religions in schools raises concerns about indoctrination, favoritism, and the blurring of the separation between religion and education.**

Justification: Mandating lessons on all religions may inadvertently result in biased or partial teaching, favoring certain faiths over others. This can lead to perceptions of religious indoctrination and compromise the neutrality that schools should maintain in providing education.
 Example: This concern can be observed in the controversy surrounding religious education in some regions of the United States or some countries in the European Union, where critics argue that the curriculum heavily favors Christianity, potentially marginalizing students from other religious backgrounds.

**Claim: Mandating lessons on all religions in schools may contradict the principle of the rights of students to follow their own religious or non-religious beliefs.**

Justification: Parents have the right to raise their children in accordance with their own religious beliefs and values, and students have the right to freely exercise their freedom of opinions. Compulsory religious lessons can infringe upon these rights and impose teachings that conflict with the values and beliefs held by families.
 Example: In some strict legislative countries might happen legal battles over compulsory religious education.

**Claim: Introducing compulsory lessons of all religions can lead to conflicts in families, and potential marginalization of religious minority groups.**

Justification: The inclusion of religious education that focuses predominantly on the majority religion or inadequately covers minority beliefs may create an environment that exclude and discrimine. This can result in social divisions, tensions, and a sense of marginalization among students from religious minority backgrounds.
 Example, in certain regions with a dominant religious majority, students from religious minority backgrounds may face challenges in fully expressing their own beliefs during religion lessons or may feel a lack of representation and understanding.

**Motion**

This house believes that EU countries should have a united focus on cultural inclusion of refugees from outside the EU.

**Context**

Over the last few years, the EU has faced an increasing influx of migrants from outside the EU every year. Although the EU has been united in accepting refugees, it is not so united in terms of subsequent inclusion and proper integration into society. This means that some countries manage it better than others. This proposal envisages the unification of all integration procedures throughout the EU.
Everything would be unified, from the process of registering new residents in national insurance systems, to a uniform curriculum in language programmes, to the unification of the job search process. Under a unified process, it is expected that integration will be better managed and that there will be no risk of localities with unmanaged integration.
On the other hand, an individual approach by each country may in some ways be more advantageous, as each country can better adapt to specific points. Be it the diversity of newcomers, to differences in education systems, job search or other differences in the system.

**What is the problem or decision to be made?**

The key question is whether a unified approach to the entire integration process can raise the level and avoid the risk of unmanaged migration. Or whether it is more sensible to leave all organizational competencies to the individual states, when it must also be taken into account whether there would be any positive change at all.

**What are the burdens?**

Prop:
Demonstrate why the current system does not work, the benefits of a changed inclusion process and how it would be more effective than the current system.

Op:
Prove that the process of adapting a unified system would take a long time, was inefficient and did not take into account the individual needs and differences of each country's system.

**What are the competing proposals?**

|  | **Legal labour migration (PROP)** | **Status Quo (OPP)** |
|---|---|---|
|  |  |  |

| Who? | Leaders of the EU that will delegate orders to the governments of member states. | The governments of the EU countries themselves. |
|---|---|---|
| What? | United implementing of policies providing resources, and fostering integration measures to ensure that refugees are included and supported in their new communities. | EU countries should have an independent ways of cultural inclusion of refugees from outside the EU, by the best sources of every single EU country. |
| When? | This policy should be put in place as soon as possible to make it as effective as possible. January 2024 seems to be a concrete and realistic number. | |
| How it would look like in practice? | The proposition would lead to united developed comprehensive integration programs for refugees, language courses structures, cultural orientation, and access to education and employment opportunities. Countries should work together on allocating sources, share results and establish supportive networks to ensure a unified and effective approach to the best cultural inclusion. | As a unified process is too inefficient (implementation would be lengthy and expensive), it is better for countries to have their own way of integration. Countries cooperate only on the immigration process. Each country achieves its integration goals independently of the others, according to the needs of each group of new immigrants, which allows to take into account the different functioning of each country's systems (insurance, medical care, employment office). |
| Exclude extremes | The proposition should not bring unrealistic ideas, such as that without a unified integration process, integration is completely dysfunctional. It should show why unified is better than individual. It must also take into account the fact that it is supposed to be unified across EU countries, but not exactly the same.behavior. | The opposition cannot bring unrealistic scenarios, conspiracies and populist claims. It cannot say that the whole integration process should be abolished or that it is unrealistic to introduce it. It has to demonstrate that it is more effective for the government to have its own programme, which is more flexible and adaptive. |

| | | |
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| **Examples or analogies** | EU countries are already setting up specialized refugee centers that provide unified education integration programs, help people settle in the region, etc. | As outlined in the proposal. Some countries already have integration processes, but on an individual basis. If they were ineffective, they would call more for unification, but this way they have them set according to their needs and preferences. Thus, they are proving their functionality. |

## Possible Arguments

**Proposition:**

**Claim: A united focus on cultural inclusion of refugees promotes social cohesion and reduces the risk of intergroup tensions.**

Justification: By actively fostering cultural inclusion, EU countries can create an environment where refugees feel welcomed and accepted, reducing the potential for social divisions and conflicts.
Example: Inclusive integration policies in Germany resulted in higher social cohesion in german mindset towards refugees.

**Claim: United inclusion processes reduces costs for each countries.**

Justification: Individual countries will not have to come up with their own development of education materials, devising their own projects, complex staff structures and other complexities that are costly to implement. Another benefit is that it would be easier to relocate individual staff between offices within a country or even abroad if necessary. They would not have to learn everything completely from scratch, but they would already have the basic knowledge.
Evidence: Some large organisational structures that need to work as efficiently as possible already operate under unified rules. Within NATO, thanks to unified procedures, it is possible for a Czech group of soldiers to be commanded by a German officer and still be able to work as efficiently as an American unit. And it is because of the unified procedures.

**Claim: Cultural inclusion aligns with the values of human rights and equality.**

Justification: The United Nations Universal Declaration of Human Rights emphasizes the right to cultural participation and non-discrimination. By prioritizing cultural inclusion, EU countries uphold these fundamental rights and demonstrate a commitment to equality and fairness. Additionally, cultural inclusion fosters empathy and understanding among diverse populations, promoting a more inclusive and harmonious society.

**Opposition:**

**Claim: A united focus on cultural inclusion of refugees may divert resources from addressing internal social and economic challenges.**

Justification: Prioritizing cultural inclusion initiatives for refugees from outside the EU may strain already limited resources, hindering efforts to address existing social and economic issues within EU countries. They believe that allocating resources towards internal challenges such as unemployment or poverty would have a more direct and immediate impact on the well-being of citizens.
 Example: Lack of financial sources in some countries, which can't focus on refugee crisis (e.g. Romania or Bulgaria).

**Claim: Cultural inclusion of refugees may dilute national identities and cultural values.**

Justification: United cultural integration of refugees can lead to a dilution or erosion of national identities and cultural values in EU countries, as it does not respect the country's original social sensibilities and ties. A focus on uniform acceptance of different cultures can obscure the need to preserve and protect the cultural heritage and traditions of host societies, which do not take uniform practices into account as much as individual countries..

**Claim: A forced cultural assimilation of refugees into European societies may lead to social tensions and conflicts.**

Justification: A united focus on cultural integration of refugees that ignores the differences between countries has the potential to cause social tensions and conflicts between European countries. Allowing for more individualised systemic approaches better takes into account the different needs and capacities of different EU Member States, thereby reducing the risk of social divisions and conflicts.

**Motion**

This House believes that the lack of knowledge of culturally and economically different countries is the major cause of human trafficking.

**Context**

Human trafficking is a global problem that affects millions of people every year and, according to international organizations, could affect as many as 49 million people (STOP THE TRAFFIK UK.org). Often it is linked to economic and cultural factors which with the lack of knowledge and understanding of differences are major contributing factor to human trafficking. Because people are not aware of these differences, the problems and everything that causes them, they do not have trafficking as a priority. If we agree that this is the main reason, we should start to address this issue and get rid of it.
On the other hand, the cause can also be seen in purely selfish economic interests of groups. The second view works with the principle that people are aware of these differences, but put their private (mainly economic) interests above the value of human life. One could say that because there is demand, there is also supply. The solution, therefore, may not be to raise awareness of difference, but to try to focus on fighting the market in people. Specifically on the desire and opportunity to buy someone (for whatever purpose - often slave or other inappropriate work)..

**What is the problem or decision to be made?**

The most important thing is to identify the root cause of trafficking. Specifically, whether the root cause is a lack of knowledge or a human desire to buy a person. This involves understanding the underlying dynamics and root causes of trafficking in order to inform effective strategies and interventions to combat it.

**What are the burdens?**

Prop:
Establish the link between lack of knowledge and human trafficking. To show that lack of awareness trivializes the whole problem and therefore that only when people understand the links will they tend to fight it.

Op:
Prove that awareness is sufficient but not the root cause of trafficking. The fundamental problem is that people are not sufficiently aware that even today someone wants to buy a human being. So we have to fight the demand, then the supply will disappear on its own.

**What are the competing proposals?**

| | Helping on changes in public (PROP) | Alternative ways of helping (OPP) |
|---|---|---|
| | | |

| Who? | Activist organisations, schools and governments of countries where human rights are respected. | Activist organisations, schools and governments of countries where human rights are respected. |
|---|---|---|
| What? | To bring about changes in public perception, to strengthen interest in trafficking itself and to awaken the public's desire and willingness to address it. | To show society that the demand exists so that they take it as a serious threat. And consequently, to force society to put more pressure on governments, multinational organisations and international communities to ensure that countries suffering from trafficking do not allow the conditions for it. |
| When? | This could happen at any time and should continue until the problem is sufficiently resolved. | |
| How it would look like in practice? | Prioritizing efforts in understanding of culturally and economically different countries. (includes implementing educational programs, awareness campaigns, and cross-border collaboration initiatives to address the knowledge gap) | Emphasising the importance of addressing factors such as the political capacity to intervene against trafficking in some countries (due to weak legal systems or corruption) and prioritising measures that directly target service providers to traffickers. The method is similar, namely through lectures, educational programs and awareness campaigns. |
| Exclude extremes | Avoid the attitude that the sole and exclusive cause of human trafficking is ignorance of culturally and economically different countries. You may admit that it is not the only one, but it is the most important one. | Avoid completely dismissing the role of knowledge and understanding, for example, by claiming that there is no need to improve. You should acknowledge that the economic situation may be the reason, but insist on your demand and supply reason. |

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| **Examples or analogies** | A scenario in which a person walks through the darkness at night. His ignorance of the dangers of unfamiliar terrain puts him at a higher risk of harm, so he may struggle. If he knew what dangers might arise, he would prepare for them and actively fight them. Similarly, his lack of knowledge about cultural and economic differences does not compel him to do anything about it. If he knew more, he would have more reason to do something about it. | Classical valid economic theory of supply and demand. When demand for something rises, it causes supply to rise. When demand completely disappears, supply disappears. When demand is not allowed to arise, the market does not arise. |

## Possible Arguments

### Proposition:

### Claim: Lack of cultural and economic knowledge leads to recruitment channels

Justification: Insufficient understanding of culturally and economically different countries creates recruitment channels for traffickers. Traffickers exploit the vulnerabilities arising from the lack of knowledge to deceive and manipulate potential victims. For example, they may falsely promise job opportunities or marriage prospects in countries with different cultural norms, taking advantage of victims' limited understanding to trap them in exploitative situations.
Example:Traffickers often target individuals from economically disadvantaged backgrounds or regions with limited access to education and information. For example, child trafficking is a serious problem in some African countries that suffer from a lack of education and poverty in general. Whether it is the sale of children to paramilitary organisations or sex slaves.

### Claim: Duty to promote cultural understanding and respect

Justification: It is our moral duty to foster cultural understanding and respect for the values and rights of individuals from different countries. Lack of knowledge about culturally and economically different countries hinders our ability to recognize and respect their rights, leading to potential exploitation. By prioritizing knowledge, we can uphold the values of human rights, diversity, and equality.
Example: The Universal Declaration of Human Rights emphasizes the importance of cultural rights and the need for mutual understanding and respect among nations. By promoting knowledge and understanding of different cultures, we can contribute to the fulfillment of these rights and ensure that individuals are protected from exploitation and trafficking.

It is our moral duty to foster cultural understanding and respect for the values and rights of individuals from different countries. Lack of knowledge about culturally and economically different countries hinders our ability to recognize and respect their rights, leading to

potential exploitation. By prioritizing knowledge, we can uphold the values of human rights, diversity, and equality.

## Opposition:

### Claim: Human trafficking is influenced by multiple factors beyond the lack of knowledge about culturally and economically different countries.

Justification: Human trafficking is a complex phenomenon that is influenced by a number of socio-economic, political and individual vulnerabilities. It is important to recognise that factors such as poverty, gender inequality, armed conflict and weak governance also contribute significantly to the prevalence of trafficking. Focusing only on knowledge gaps misses these root causes and limits our understanding of the broader dynamics. If the problems of living standards were addressed, then there would be no reason to even create trafficking as a tool to improve the economic situation.
 Evidence: International organizations (e.g. the UN) highlights the role of extreme poverty and lack of job opportunities as key drivers of labor trafficking.

### Claim: Lack of demand constraints in countries where trading occurs.

Justification: Because there are insufficient legal measures in countries that suffer from trafficking (and there is a lack of sanctions) it allows the market environment for trafficking to persist and expand. Lack of awareness of the existence of demand and arable land for it means that demand is kept high. If people knew that this was a real problem, they could more effectively apply pressure to curb demand.

**Motion**

This House should implement mandatory diversity training in the workplace..

**Context**

Nowadays, it is common for employees from different backgrounds to work together in the workplace. It is important that employees have an understanding of the specific needs of others to reduce the risk of shock and exclusion from the team (which could lead to a breach of the law).
Diversity training raises awareness of the differences of individuals through lectures, instructional videos, tests (anonymous), or other (Attend a Minority Culture Day). Training raises awareness of different cultures, religions, etc. Most of the time the training is conducted by a member of the HR department or a specialized outsider to reduce the risk of violating employment regulations.
An alternative to this can be voluntary training only, or to leave the raising to the collective itself, where it is assumed that the classical communication about the life of the co-workers will increase the education. It works with the principle that when something is mandatory people have a resistance to it, when something is done voluntarily the chances of achieving a result are higher.

**What is the problem or decision to be made?**

For companies working with people from different backgrounds (which is more and more these days), the need for acceptance of other cultures is important. The question is whether diversity training can increase acceptance of other cultures and their needs or, on the contrary, increase the risk of discrimination and exclusion. Or whether being left on the collective without training is an appropriate alternative.

**What are the burdens?**

Prop:
Demonstrate that mandatory training will not be resisted because people do not like to do something because it is mandatory; that there will be no discrimination because of differences (which they would not have known about before/because without the differences they would not have had to take the training).

Op:
Prove that mandatory training is met with resistance because people don't like to do something because it is mandatory; that there is no discrimination because of differences (that they wouldn't have known about before/because without the differences they wouldn't have had to take the training).

**What are the competing proposals?**

| | **Mandatory trainings (PROP)** | **Voluntary trainings - SQ (OPP)** |
| --- | --- | --- |
| | | |

| | | |
|---|---|---|
| **Who?** | Managment of companies and governments in the countries of the European Union and the United States. | Employees and unions of companies in the countries of the European Union and the United States. |
| **What?** | Introducing mandatory diversity training programs to increase awareness of cultural diversity and provide employees with the necessary tools to work effectively in a multicultural workplace. | Diversity training programs onlny on voluntary basis of companies, their management or employees unions. |
| **When?** | This policy will be implemented in the near future, after appropriate planning and preparation. | |
| **How it would look like in practice?** | Mandatory training would happen at the time of employment and every year thereafter. Similar to the current training on workplace safety and fire regulations. Failure to attend (and subsequent failure to train) would be taken as a gross breach of work discipline, which could lead to dismissal. | Employees could receive voluntary training at any time during their employment, even several times a year (depending on company policy). Training would be during working hours. The normal conversation (not just about differences) would be through chit-chat during breaks, as it already is. |
| **Exclude extremes** | Stakeholders (minorities, followers of different religions, victims of bullying) would not be specifically named or highlighted during the training. The aim is to prevent them from being targeted by negative interest from co-workers that could lead to exclusion from the collective. | Avoid the strategy of claiming that the Proposition only offers training but nothing more, whereas the Opposition offers much more. It is not a fair approach to debate. Moreover, the proposition could respond by offering not only training but other follow-up programmes. It would be a vicious circle. Argumentation must only be within the bounds of debate and not go to extremes. |

| | | |
|---|---|---|
| **Examples or analogies** | This is similar to occupational health and safety training. Overall, hands-on training is the best way to get better at it. Outside specialist firms with behavioural experts may be interested in this to provide training to a higher standard. | The concept of self-directed learning could be taken over, where individuals take responsibility for their own growth and understanding of cultural diversity through personal experiences and interactions. |

## Possible Arguments

**Proposition:**

**Claim: Mandatory diversity training programs are necessary to address cultural differences and promote inclusivity in the workplace.**

Justification: Cultural differences can lead to misunderstandings, conflicts, and decreased productivity in a multicultural workplace. Mandatory diversity training programs provide employees with the necessary knowledge and skills to navigate these differences effectively, fostering a more inclusive and harmonious work environment, which leads to higher effectivity.
Evidence: A study by Kalev, Dobbin, and Kelly (2006) examined the impact of diversity training on workplace attitudes and behaviors. The researchers were been focusing how much mandatory diversity training programs led to a significant reduction in biases and increased understanding of different cultural perspectives among employees.

**Claim: Implementing mandatory diversity training programs aligns with the values of equality, fairness, and respect for individuals' rights in the workplace.**

Justification: Companies have a duty to ensure a respectful and inclusive work environment where all employees have equal opportunities to thrive. By implementing mandatory diversity training programs, they are demonstrating their willingness to make this a reality. Because people's mindsets are usually not as open to voluntary activities and can lead to lower levels of fulfillment of this in the workplace, as a bullying or other form of discrimination.
Example: In the USA is a state agency EEOC (Equal Employment Opportunity Commission) which supervisiors the equal opportunities in the workplaces. During the debate could be used opinions of their investigative reports or knowledges. (e.g: https://www.eeoc.gov/newsroom/eeoc-launches-diversity-equity-inclusion-dei-workshop-series).

**Claim: Mandatory training helps more because of higher participation.**

Justification: The problem with voluntary training programs is lower participation than mandatory programs because some employees see them as wasted time that takes away from real work. Mandatory training ensures that all employees are engaged in the material being discussed and as actively as possible. This increased participation improves understanding of differences and will lead to a higher level of cooperation in the organization.

## Opposition:

**Claim: Mandatory diversity training programs may be ineffective in addressing cultural differences and promoting inclusivity in the workplace.**

Justification: The effectiveness of mandatory diversity training programs may be flawed, because their might brought mixed results. Diversity training can point out the problematic questions in the workplace, which will give them higher value than it should have and other will focus on them. The effects of it could lead to discrimination (of cultural or religious minorities), or even to overstepping the law.
Example: The effect of noticing something negative only when it is pointed out comes from childhood. Until a negative is pointed out by a stranger, people usually ignore it. But then they focus on it, creating more pressure (and therefore more bullying).

**Claim: Mandatory diversity training can interfere with individuals' personal beliefs.**

Justification: While promoting inclusivity is important, mandatory diversity training programs can be seen as coercive and restrict the rights of individuals to hold different views or beliefs. It is dangerous not to cross the line between diversity training and discrimination. It may be better to respect the autonomy of individuals and allow open dialogue without mandating mandatory training programmes.

**Claim: Implementing mandatory training programs can lead to unintended consequences.**

Justification: Psychology suggests that people generally have a strong psychological reactance to being told what to do, eventhough tey are generating resistance against it. When something is mandatory it infringes upon the sense of autonomy and freedom of choice and people have higher tend to sabotage it result. Better way is to implement voluntary trainings, against which employees will not have so strong resistance. Furthermore it may increase the will to educate more about differences, because employees may take it when they want and take it as a rest activity.

# New Global Learning

Young people are taking on today's most pressing issues - they are advocating for a greener, sustainable future, women's, LGBTQ, and minority rights, an end to discrimination, and wealth inequality. Some question or even oppose those movements. Unfortunately, they have more access to fake news and echo chambers perpetuating specific points of view than they do to education that tackles the local and global issues that are relevant now.

Formal education available to the youth, especially in lower-income EU countries or countries where populist policies have a strong influence on education, often does not cover present-day or "controversial" issues. Non-formal education can fill that gap and provide for exciting global learning opportunities in areas where there are currently no such options. However, these issues are transdisciplinary, complex, and difficult for youth workers to tackle and support young people in navigating them without proper support.

This project was created as a direct response to youth workers' needs. Supporting learning and informed discussion on a wide range of topics such as artificial intelligence, gender norms, different approaches to the climate crisis, or the friction between some cultural practices and European values is proving to be difficult, especially considering the fact that youth workers themselves are coming from highly specialized formal educational backgrounds where a narrow scope of topics was covered. What youth workers need is a set of methods, case studies, and exercises they can use to analyze those topics when working with young people.

All of these topics fall under the umbrella of global learning, an established educational concept denoting teaching and learning processes that aim to increase global awareness, tolerance and responsibility, sustainable development and green transformation, support young people in approaching the world's challenges and opportunities from multiple perspectives, and wrestling with the ethical implications of differential power and privilege across the globe. It has the potential to create a firm foundation for responsible and active citizenship.

While general global learning guidelines for educators exist, this project sets out to build on those foundations through innovative and digital methods, as well as by providing youth organizations with replicable training modules for youth workers and trainers.

This project supports the production of:
- Training modules for youth workers and trainers;
- A youth worker toolkit on approaching contemporary issues;
- A digital learning environment.