

# YOUNG *med* VOICES

صوت شباب المتوسط

## DEBATER TRAINING MANUAL (FULL VERSION)

Co-organised by:



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# Module I:

## Introduction to the YMV Programme

### 1. Learning Objectives

This module introduces the Young Mediterranean Voices Programme and provides an insight into its main objectives. At the end of this module, debaters will:

- Acquire knowledge about the Young Mediterranean Voices Programme, its history and its aims
- Learn about their personal development prospects with the programme
- Learn more about the Debate- to -Action principle behind the Young Mediterranean Voices Programme

### 2. Introduction

The Young Mediterranean Voices Programme aims at bringing youth- across the Mediterranean- together to address issues of common concern to their communities. Empowering young people via dialogue and promoting the culture of debate are two of the main objectives of the programme. But most importantly, Young Mediterranean Voices encourages the Youth of the region to contribute to policy making and shaping media discourses. Young Mediterranean Voices is the successor of the successful pan- Arab programme Young Arab Voices launched in 2011 by the Anna Lindh Foundation and the British Council. Building on more than five years' investment in the field, as well as established networks, pioneering methodologies and independent research, Young Mediterranean Voices is primed to become the central flagship regional youth network connecting civil society, education institutions and policy-makers across Europe and the Neighbourhood South (Southern Mediterranean and Europe). One of the most pioneering aspects of this programme is to contribute to enhancing the "Euro-Med dialogue" paradigm by bringing the experience of a pan-Arab programme to the North.

YMV is co-ordinated by the Anna Lindh Foundation, co-founded by the British Council, and developed in partnership with the Centre for Mediterranean Integration (CMI), Friends of Europe, the World Leadership Alliance-Club de Madrid, the Mediterranean Academy of Diplomatic Studies (MEDAC) and Soliya. The programme is funded by the European Commission and co-funded by the Government of Finland and World Bank Group.

### 3. Prospects

The Young Mediterranean Voices programme offers

many opportunities to young debaters across the Mediterranean. As a debater you will:

- Be trained on debate and dialogue techniques, thus becoming able to participate more effectively in your community and enhance your life opportunities through foundational skills for the 21st Century.
- Engage with education systems and large-scale civil society organisations across the region.
- Be offered leadership development opportunities in order to engage with current world leaders, policy makers, and the media to influence public policy.
- Be able to contribute to a more positive narrative about young people as a counterbalance to the negative presentation of violence and extremism.
- Contribute to spreading debate as a major tool for advocacy and policy change on a communal level through founding a debate club with the support of an existing local organisation (the debate hub).
- Participate in regional and international opportunities such as the Leadership Seminar, Euro-Med Policy and Debate Forum, and the Communications Lab whereby you will engage with peers across the Mediterranean in order to build the networks for future collaboration and break down barriers and stereotypes.

### 4. Debate to Action

Young Mediterranean Voices programme provides young people with the requisite tools for advocacy and policymaking. The driving force of the programme is the Debate- to- Action motto. For decades, young people have been excluded from policymaking processes. YMV recognizes the potential of young people to actively engage with decision makers, and consequently influence the process of policymaking in their countries.

This is portrayed throughout the programme's lifecycle through the following steps:

- **First**, young participants will be equipped with the needed skills to debate during the national cascade training delivered by our facilitators.
- **Second**, through engaging in different debates and competitions throughout the programme's life

cycle, young debaters will contribute towards providing research and evidence rich content on issues of concern. This content will be captured and reported to programme partners and stakeholders. Also, with the help of our Master Facilitators, young people will have the chance to choose a topic of major concern in their country and to turn their debate into a policy paper addressed to the concerned stakeholders.

- **Third**, the programme is just the beginning where debate is a legacy that we hope to imprint among young people. Through joining the programme, you will be divided into groups based on your geographical areas and interests. After receiving the training together, your online group becomes an online debate club/community gathering a minimum of 15 young women and men who will have the opportunity to practice their debate skills

and use these skills to advocate for issues of **concern** in close coordination with the British Council country team and the debate hubs. In brief, we will count on you to keep the debate to action legacy running beyond the borders of our programme.

#### ❖ Reflection Questions

- How well do you feel you have met the overall learning outcome for this module?
- What more will you need to do, in order to become more competent and proficient with the learning objectives of this module?
- How do you think you will benefit from the YMV programme?
- How does the Debate- to -Action principle relate to your surrounding environment? How can it be applied?

# Module 2:

## Introduction to Debate

### 1. Learning Objectives

This module provides a general introduction to the concept of debating. At the end of this module, debaters should be able to:

- Understand the concept of debate, its purposes, and benefits
- Learn the different types of debate and the key terms used in the YMV programme
- Familiarize themselves with the most common debate formats

### 2. Introduction

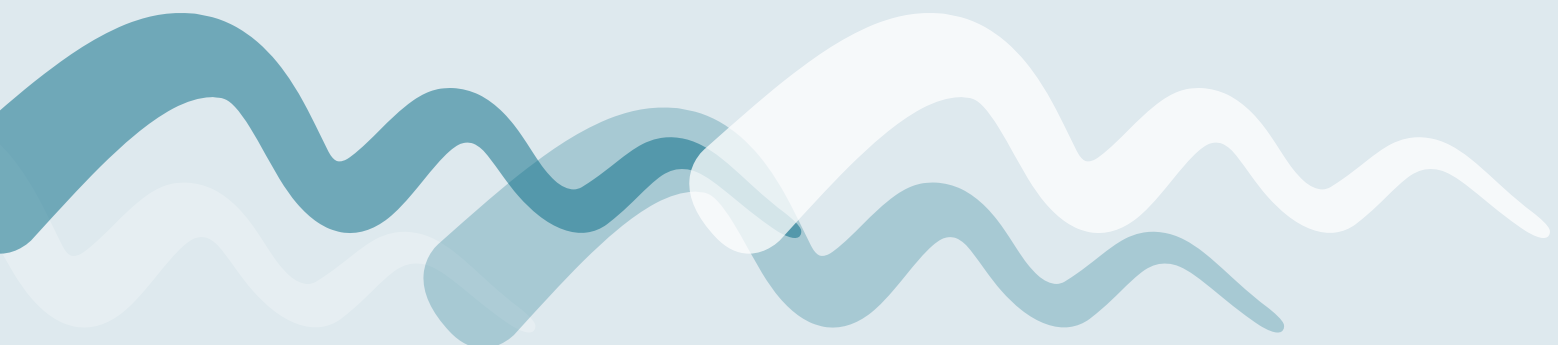
A debate is a formal discussion on a particular matter in a public event, a legislative assembly, or simply in a formal gathering of a group of people, in which there are two sides: each side is entitled to prove their point through developing multiple arguments and refuting those of the opponent side. Depending on

the chosen format, the debate usually ends with an adjudication delivered by a specialized committee or by the audience vote. Debaters get the chance to express themselves on a given topic in a formal manner. They learn the techniques to defend their case, question the opponent's arguments, and defend themselves when contradicted. In case the debaters' positions are chosen by a toss, it is the duty of the debater to adhere to the position assigned to him/her, regardless of his/her personal opinions.

The purpose of a Debate is to set forth on a quest to unravel the better truth amongst the various facets of the truth brought forth by the debaters. This is to be done by realising that there is no one totalitarian truth but a better truth that is born of the discussion. Debating is not just about addressing the problems; it aims at arriving at a conclusive notion about a certain issue and providing the most suitable solutions and mechanisms.

### 3. Debate Types

Type	Real	Competitive	Demo
Goal	Reaching the truth	Winning	Showcasing
Participants	The Public	Competitors	Role Players
Choosing the Stance	Freedom	No Freedom	Relative Freedom
Agreeing with the other team	Possible	Not Possible	Depending on the goal of the Demo
Arguments and Position	Adopt	Affectation	Acting



#### 4. Key Terms

Term	Definition
Motion	The Topic of the Debate.
Format	The structure determining the rules of the debate: number of debaters, length of the speeches, interventions and the role of each speaker.
House	Comprises the Adjudicators, Moderator, Debaters, audience, etc.
Government	The team of debaters who support the motion.
Opposition	The team of debaters who oppose the motion.
Opening Benches	First two teams of both the government and opposition side: The opening government and the opening opposition.
Closing Benches	Second two teams from both the government and opposition side: The closing government and the closing opposition.
Rebuttal	It is a part of the Debater's speech designed to contradict the opponent's arguments, ideas, and context.
Refutation	Is proving how an argument or a statement is wrong by an argument or by evidence.
Point of Information	A brief comment, which may be a question to an opposing speaker; brief arguments to refute a position, or against the motion in general.
Point of Order	A point of order is raised when one competitor believes the rules of the debate are being broken. These must be addressed to the Adjudicators.
Extension	It provides a more extended level of analysis by introducing a new perspective or direction to the debate.
Clash points	The major points of disagreement between the two sides mentioned throughout the debate.
Adjudication	The process by which adjudicators evaluate the debate based on content, style and strategy of speeches. Adjudicators rank teams and assign speaker points to each speaker.
Speaker Score	The total number of points awarded to each speaker; usually on a 65–85 scale.



## 5. Debate Formats

- There are several different formats of Debate used around the world, but most of these formats share some essential features such as the debate elements (Motion, Argumentation, and Refutation) and the two sides: a proposition side who will advocate the adoption of a resolution and an opposition side who will refute the resolution.
- The differences are mainly found in the number of debaters, length of the speech, cross-examination periods, order and length of the interventions and rebuttal, role of each debater, technical terms, and adjudication (some formats use votes instead). Some formats were developed for use in secondary school or university programmes while other formats are used for public debates or exclusively used for policy motions.
- Debate formats include the Oxford Style Debate, Parliamentary Debate, British Parliamentary Debate, Asian Parliamentary Debate, Policy Debate, Harvard Debate, The Lincoln-Douglas Debate, Karl Popper Debate, World Schools Debating Championship, World Universities Debating Championship, etc.

### ❖ Reflection Questions

- How well do you feel you have met the overall learning outcome for this module?
- What more will you need to do, in order to become more competent and proficient with the learning objectives of this module?
- What is the effectiveness of each debate type? Reflecting on your context, when can you utilise each type?
- What debate format is more common/applicable in your country/community?

# Module 3:

## Motions

### 1. Learning Objectives

This unit provides a brief overview of the formulation and analysis of motions in the British Parliamentary debate style, and at the end of this unit we should be able to:

- Understand the principal elements in a well-drafted debate motion
- Draft motions that can be used later
- Identify the different types of motions, and how they can be analysed

### 2. The Motion

A motion is a statement which sets the topic for a given debate. It is in the form of an affirmative sentence, which may lead to acceptance or rejection. The statement must be distinguished by a clear idea and correct formulation. The debate will be about the ideas and concepts of the motion. The proposition must uphold the motion, while the opposition must oppose it.

How to guarantee Clarity, Equity, Ethics, and Appropriateness in a motion?

Criteria	Methodology
Clarity	<ul style="list-style-type: none"> <li>• Check for references on vocab and contextual meanings.</li> <li>• Ensure a grammar check.</li> <li>• Avoid the use of dialect; use the standard language instead.</li> <li>• Pilot the motion to guarantee clarity in understanding it.</li> </ul>
Equity	<ul style="list-style-type: none"> <li>• Research to check the availability of arguments and support for and against the motion.</li> <li>• Analyse the motion in order to determine the equity of the case from both stances.</li> <li>• Ensure that the motion aligns with a current situation so that there is enough evidence on both sides.</li> <li>• Pilot the motion to guarantee equity in understanding it.</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>• Ensure that the motion drafting committee includes people from different ethical backgrounds.</li> <li>• Adhere to the British Council's Equality, Diversity, and Inclusion policy.</li> <li>• Ensure that the words and topics used are culturally sensitive.</li> </ul>
Appropriateness	<ul style="list-style-type: none"> <li>• Determine the trainees' background (age, sex, education, etc.) through a pre-training questionnaire.</li> <li>• Research the current situation to avoid the use of outdated or irrelevant topics. Know when and where the debate is going to be held and research the previous stances on the motion.</li> <li>• Base your motions on the interest of the trainees which could be determined through training discussions and assessment sheets.</li> </ul>

**Now try to draft a motion about a topic in your community!**



### 3. Types of Motions

Motions can be divided according to, structure and substance. The substance of a motion refers to the

assertion that the motion adopts and the premises that support that assertion.

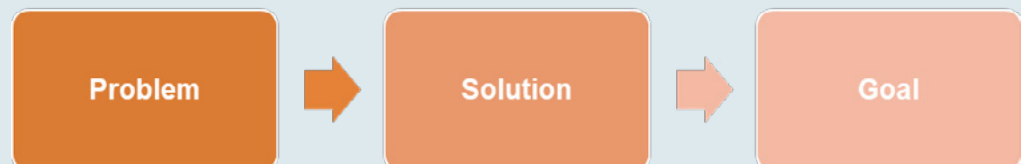
Type of Motion	What is involved?	Example
<b>Fact</b>	Motions where the teams make a judgement on the subject of the motion; whether something is or is not.	This House Believes That climate change is the biggest threat to humankind.
<b>Judgement</b>	Motions comparing two opposing views or philosophies.	This House Believes That the environment is more important than the economy.
<b>Value</b>	Motions which consider whether something is of inherent value or not.	This House Believes That veganism is the best way to live.
<b>Policy</b>	Motions which indicate that some sort of policy or action needs to be made, in order to solve a problem. The proposition must outline a specific plan of action in accordance with the motion; they must show that the policy is needed and that it is effective. The opposition, meanwhile, will attack the motion and show why the policy is not needed and not effective.	This House Will ban child marriage.

### 4. Motion Analysis

There are 5 key steps that enable you to effectively analyse a motion:

1. Identify key words.
2. Identify the setting (time and location).
3. Identify the type of motion.
4. Identify the stakeholders involved.
5. Building the stance.

In order to build a strong stance, the debater should identify the **problem** that the motion emerged from, the **solution** which is identified in the body of the motion for the government side, and the **goal** or outcome which each team aims to achieve through applying their solution. It is not enough to simply identify these 3 elements; instead, throughout the debate, the debater should create a strong link between each of the elements.



**Now try to analyse the motion that you drafted in the previous section!**

#### ❖ Reflection Questions

- How well do you feel you have met the overall learning outcome for this module?
- What more will you need to do, in order to become more competent and confident in crafting an effective debatable motion and analysing it?
- What is the most important thing to consider while debating on a policy motion?
- What is the role of the government in motion analysis? The opposition?

# Module 4:

## Argumentation

### 1. Learning Objectives

This module provides a general introduction to the argumentation component of a debate. At the end of this module, debaters should be able to:

- Determine the elements of an argument
- Identify the criteria for a good argument
- Construct an argument for or against a motion

### 2. Argument Structure

Arguments are the building blocks of speeches in a debate. This is valid regardless of the debate style. Arguments provide structured flow of information and ideas that support the speaker's stance towards the motion. An argument consists of four components: claim, explanation, evidence, and link.

1. **The claim:** is the reason why a speaker embraces a certain stance, whether supporting or rejecting the motion of debate. The claim is the cornerstone of an argument.

2. **Explanation:** where the speaker elaborates on how the claim reflects on the motion, and the details lurking within.
3. **Evidence:** to support the idea and details of a claim, an evidence is needed. There are two types of evidence: logical, and materialistic. A logical evidence is a series of thoughts and notions in an order that ends with the claim proved, while a materialistic evidence is one from reality in the form of observations, statistics, or proven facts.
4. **Link:** to wrap things up by showing how the claim and its evidence are valid and connected to the motion, in light of the speaker's stance.

In any argument, there is only one claim and explanation, but there may be more than one evidence. The number of arguments themselves does not matter as long as they fulfil the necessary qualities (see below).

### Example

**Motion:** THBT capital punishment should be abandoned.

**Side:** Government

**Claim:** capital punishment is ineffective

**Explanation:** death does not prevent crimes or deter criminals from committing crimes like killing. Death only affects those who committed the crimes, while others are not deterred from committing similar crimes in the future

**Evidence:** people still commit killing in countries using death penalty

**Link:** Since death, as a punishment, does not prevent crimes, it becomes an ineffective punishment, and should be abandoned as it fails to serve its purpose in the protection of society

### Good Argument Checklist

	The argument is valid, logical, and relevant to the motion and team stance.
	The claim is precise and concise.
	The claim is explained enough to become understandable by a 5-year-old kid.
	Evidence used is strong and credible.
	A link is successfully established between all elements and the motion.
	All elements are fulfilled = concrete structure.
	Argument does not repeat itself and is connected to other arguments, rebuttals, and POI.

### ❖ Reflection Questions

- How well do you feel you have met the overall learning outcome for this module?
- What more will you need to do, in order to become more competent and proficient with the learning objectives of this module?
- How often do you revise the quality of a crafted argument?
- What is the most forgotten element?

# Module 5:

## Rebuttal and Refutation

### 1. Learning Objectives

This module provides a practical overview of the principles and usage of rebuttal and refutation in a debate. At the end of this module, you should be able to:

- Recognise the difference between rebuttal and refutation
- Understand the structure of rebuttal and refutation
- Identify flaws/logical fallacies in argumentation
- Apply the techniques and strategies of a rebuttal

### 2. Rebuttal Vs Refutation

In a debate, a team should respond to all arguments presented by the opposing team. In doing so, it is not enough to simply state opposition or to express an outright denial of the argument. A debater should demonstrate why a point or argument made by the opposing team is incorrect or otherwise unsound or unreliable. This broadly covers what happens in rebuttal and refutation. Both words are often used interchangeably, but they have specific meanings.

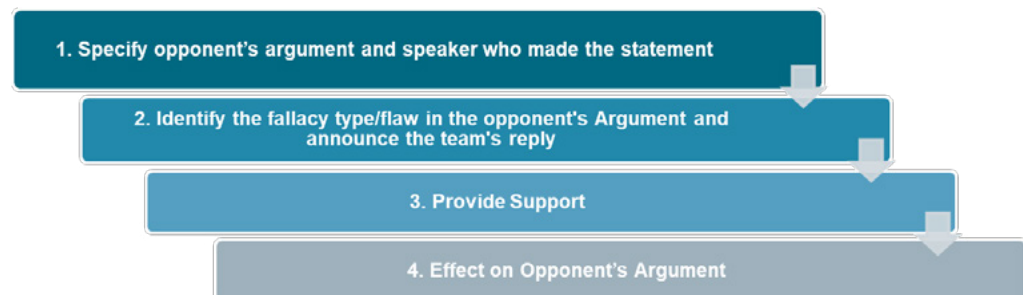
To rebut an opponent's point	To refute an opponent's point
raise a <b>counterargument</b> that suggests that the opponent's point is unsound, inapplicable, irrelevant, comparatively unimportant to an issue in the debate or the debate as a whole	present <b>evidence</b> to disprove that an assertion or premise made or relied on by the opponent is in fact false

➔ A debate without rebuttal and refutation is simply exchanging statements and assertions by opposing teams without any desire to convince the other side or to prove the other side wrong. During the preparation for a debate, you will need to anticipate and expect the kinds of arguments your opponents will use.

Rebuttals and Refutations are crucial in debate because they are used to:

- Identify the flaws, fallacies, and other points of weakness in the opposing team's arguments
- Demonstrate your command of the subject area and your appreciation for distinction and nuance in the points being made
- Defend and bolster your own arguments

### 3. Structure of Rebuttal or Refutation



#### Example

The Prime Minister's claim about the reduction in police officers leading to an increase in armed robbery (1) is simply not borne out to be true based on the latest crime statistics (2). The latest figures show that even where police numbers increased by 7 per cent from 2017, the crime rate remained relatively unchanged (3). It is clear that it is not about the quantity of police but the quality of their training (4).

### 4. Recognising Flaws and Logical Fallacies

A logical flaw in an argument is referred to as a 'fallacy'. Being able to recognise fallacies in our opponent's arguments can enable us to craft a clever and pointed response in rebuttal or refutation of their arguments.

Fallacy	Definition	Example
<b>Ad hominem</b>	This Latin expression means <b>'against the man'</b> . This relates to arguments which are based on the person making the argument as opposed to the argument itself. <b>A person's views, background, personal characteristics, physical appearance or other features</b> are used to reject or criticise their argument.	Jack has lived a privileged life. Clearly, he is unfit to advance the cause of people living in poverty.
<b>Straw Man</b>	<b>When a debater misrepresents an opponent's argument to make it easier to critique, by making it out to be oversimplified, more extreme, absurd or otherwise unsustainable, and creating the illusion that that is what the opponent is really asserting. The effect is to make their own argument appear stronger and more persuasive than it actually is.</b>	In response to an opponent's argument that 'Advertisements for alcohol should be banned from TV', a debater may argue that 'Seeking to ban the drinking of alcohol in all circumstances is a breach of human rights'.
<b>False dichotomy</b>	This is also called a false dilemma, either-or fallacy, black and white fallacy or the bifurcation fallacy. This fallacy <b>oversimplifies a range of options by limiting them to two</b> , usually two extremes. It is often used to attract praise and respect to one argument whilst marginalising and dismissing the other.	'Voters either vote for change or they like the way things are.' There are a range of reasons why a voter who does not like the way things are may choose not to vote for change.
<b>Slippery slope</b>	This fallacy <b>begins with a reasonable or acceptable premise and works through a series of causal steps to arrive at an improbable extreme</b> . This argument presumes that unlikely and ridiculous outcomes are likely simply because there may be some evidence to show a causal connection, however remote or improbable.	If you allow the students to redo this test, they are going to want to redo every assignment for the rest of the year.
<b>Circular argument</b>	This fallacy, also referred to as 'begging the question'. It refers to an argument in which <b>the debater presumes and asserts the truth of a claim he/she is seeking to prove</b> . The argument fails to demonstrate with evidence why the claim is proved, and simply reasserts what they are trying to prove.	'I deserve to have a later curfew, so you should let me stay out until 10pm!'

## 5. Strategies and Techniques

There are several strategies or techniques for rebuttals and refutations depending on the motion and the statements raised by the opposing team. See the example below to learn some of these techniques.

### Example

**Motion:** This house believes that education in private schools is better than public schools.

**Technique 1:** Reduce the importance of the other team's statement

**Statement:** Private schools offer healthier meals when compared to public schools.

**Rebuttal:** Whether or not this is actually the case, this feature has little or no relevance in any assessment of the quality of education provision.

**Technique 2:** Identify that a factual assertion is insufficient to prove a point

**Statement:** Private schools have luxurious buildings.

**Rebuttal:** This may be true, but it is insufficient to prove that education is better in private schools.

**Technique 3:** Show an assertion to be false

**Statement:** Private schools offer scholarships to most of their students.

**Rebuttal:** This is not true; scholarships are only offered to high achievers.

**Technique 4:** Look out for generalisations

**Statement:** Private schools are always the top in all fields.

**Rebuttal:** This general assertion obscures the fact that public schools have dominated in athletics for the last five years.

### Keep in mind that:

- Not all the points presented by the opposing team are equally important, therefore you should focus on responding to the main arguments.
- Be aware of your allocated time so that you can make the best of it.
- You should focus and spend more time on rebutting and refuting the arguments of the speaker who spoke immediately before you. However, you may rebut or refute the arguments of any of the previous speakers in the opposing team.
- Exclamatory questions are not considered rebuttal. It is not enough to oppose or deny a point; you have to demonstrably rebut or refute it.

### ❖ Reflection Questions

- How well do you feel you have met the overall learning outcome for this module?
- What more will you need to do, in order to become more competent and confident in deploying effective rebuttal and refutation?
- Why is it important for you as a debater to identify logical fallacies?
- What are other refutation techniques that come to your mind?

# Module 6:

## The British Parliamentary Debate Format and Points of Information and Order

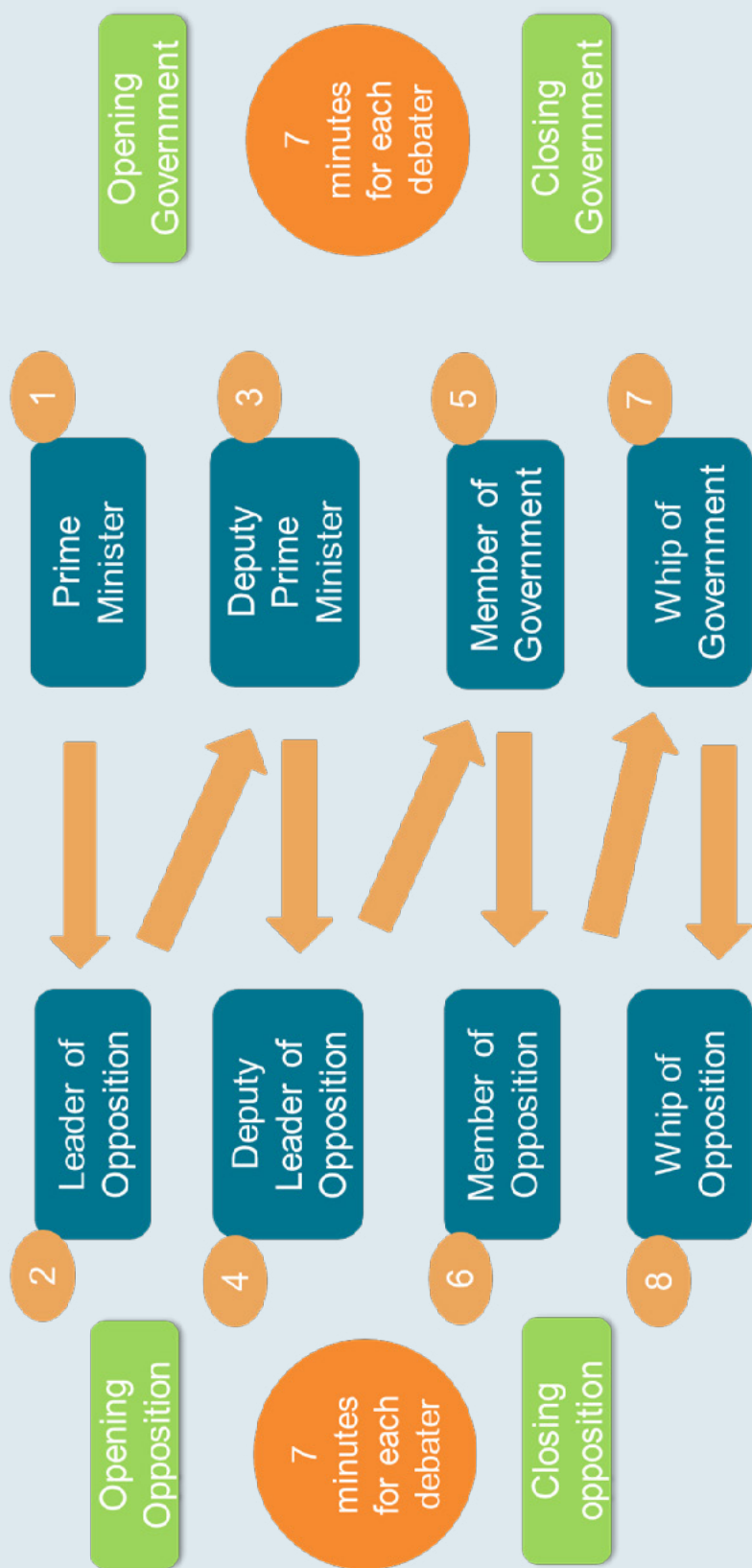
### 1. Learning Objectives

This module provides a practical overview of the British Parliamentary Debate Format and the principles and usage of Points of Information and Order in a debate. At the end of this module, you should be able to:

- Understand the British Parliamentary Debate format
- Understand the role of each speaker under the BP
- Debate format
- Have the skills to participate in a British Parliamentary Debate
- Understand the proper use of POIs and POOs.
- Understand how to devise, pose, and accept POIs and POOs
- Understand the rules of a BP Debate

### 2. BP Format Fact Sheet

Component	Component Detail	Ground Rules
<b>Fits motions</b>	All types	Government defines how the motion will be dealt with
<b>Number of speakers</b>	8	All speakers must deliver their speeches, ask and receive POI
<b>Number of sides</b>	2: Government and Opposition	Government usually sits to the right of the audience
<b>Number of teams</b>	4: 2 Opening and 2 Closing	Teams on same side should not knife their mates; teams prepare separately
<b>Order of speeches</b>	1 from each side; in turns	Each pair of speakers have similar burdens (see below)
<b>Duration of speeches</b>	7 minutes	First and last minutes are protected from interruption
<b>Speech elements</b>	Framing, Constructive, Deconstructive	Content varies among speakers (see below)
<b>Interruption allowed?</b>	Yes, via POIs and POOs under certain conditions	POI/POO should not exceed 15 seconds, and are separated by 15 seconds POI is a comment or question to trap speakers POI can be denied or accepted, and its time is deducted from the speech POOs are raised if rules are violated, and are dealt with by judges
<b>Interrogation /Audience</b>	No role	Rarely, the audience might participate by voting for or against the motion



### 3. Speakers' Roles

Speakers (in chronological order)	Speech Elements			Main Burden
	Framing	Constructive	Deconstructive	
1. <b>Prime Minister (PM)</b>	<ul style="list-style-type: none"> <li>Welcome and stance</li> <li>Define motion and problem</li> <li>Team strategy and arguments</li> <li>Summary and closure</li> </ul>	1-2 Arguments	N/A	Framing the case and approach
2. <b>Leader of Opposition (LO)</b>	<ul style="list-style-type: none"> <li>Welcome and stance</li> <li>Alternative definitions</li> <li>Team strategy and arguments</li> <li>Summary and closure</li> </ul>	1-2 Arguments	<ul style="list-style-type: none"> <li>Definition challenge</li> <li>Rebuttal to arguments</li> </ul>	
3. <b>Deputy PM (DPM)</b>	<ul style="list-style-type: none"> <li>Welcome and stance</li> <li>Summary and closure</li> </ul>	1-2 Arguments	Rebuttal to arguments	Expansion of Leader case
4. <b>Deputy LO (DLO)</b>	<ul style="list-style-type: none"> <li>Welcome and stance</li> <li>Summary and closure</li> </ul>	1-2 Arguments	Rebuttal to arguments	
5. <b>Member of Government (GM)</b>	<ul style="list-style-type: none"> <li>Welcome and stance</li> <li>Summary and closure</li> </ul>	1-2 arguments in different direction	Rebuttal to arguments	Distinguishing from opening teams
6. <b>Member of Opposition (OM)</b>	<ul style="list-style-type: none"> <li>Welcome and stance</li> <li>Summary and closure</li> </ul>	1-2 arguments in different direction	Rebuttal to arguments	
7. <b>Government Whip (GW)</b>	<ul style="list-style-type: none"> <li>Welcome and stance</li> <li>Summary and closure</li> </ul>	<ul style="list-style-type: none"> <li>Summary of arguments</li> <li>No new arguments</li> </ul>	<ul style="list-style-type: none"> <li>Rebuttal to arguments</li> <li>Points of Clash</li> </ul>	Closure and summary
8. <b>Opposition Whip (OW)</b>	<ul style="list-style-type: none"> <li>Welcome and stance</li> <li>Summary and closure</li> </ul>	<ul style="list-style-type: none"> <li>Summary of arguments</li> <li>No new arguments</li> </ul>	<ul style="list-style-type: none"> <li>Rebuttal to arguments</li> <li>Points of Clash</li> </ul>	





#### 4 POI, POO, and Rules of a BP Debate

**Points of Information (POIs)** can be used to:

- Clarify the meaning of an argument or the significance of something said within an argument
- Draw attention to a contradiction between two points made by the same speaker, team, or side
- Introduce an idea that you want to speak about later or to remind everyone of arguments you made earlier
- Highlight weaknesses in an opponent's case by demonstrating that your opponent has not thought through the full implications of their position
- Force a speaker to deal with an issue he/she had not considered

**Points of Order (POOs)** are used by the speakers or adjudicators to imply that the house is out of the order of procedure of the debate.

The **Rules of a BP Debate** can be summarized as per the following:

- It is forbidden to cite religious texts during the debate.

- It is prohibited to use personal evidence (personalization).
- It is prohibited to use abusive and offensive words and methods.
- Adherence to the text of the motion.
- Abidance by the time: preparation time, speaker times, POI time, time between POIs, etc.

#### ❖ Reflection Questions

- How well do you feel you have met the overall learning outcome for this module?
- What more will you need to do, in order to become more competent and confident to effectively participate in a British Parliamentary Debate?
- What is the main difference in role between the Deputy PM/LO and the Member of Government/Opposition?
- Why are the whips prohibited from delivering new arguments?

# Module 7:

## Research and Preparing the Speech

### 1. Learning Objectives

This module provides guidance on researching a motion and preparing for a debate. At the end of this module, debaters should be able to:

- Understand the different types of research
- Develop research techniques that allow them to build their case in a debate

### 2. Research Techniques

#### Researching for a Debate

Research for debates is crucial. No matter how eloquent or passionate a speech maker we are, we will flounder if we do not have key information and evidence to support your arguments. Diligent, effective and continuous research will not only provide us with the evidence we need to support our argument but can also help us to shape and frame our argument and response to the other team.

There are two types of approaches that we can use to prepare for debates. The first is **open-ended research**. This is a methodology which may not be specific to a set motion or topic, but rather is designed to ensure that we and other debaters are up to date on current affairs, issues of political, social, environmental or economic importance, and the latest matters of discussion.

Open-ended research allows us to critically appreciate and appraise different facts and viewpoints. Ensuring that we regularly check news sites such as the BBC, CNN and Al-Jazeera, as well as read periodicals such as the Economist and Time, will help us conduct our open-ended research. We should make sure that we are not just assimilating the information, but also thinking about how the information we have read, learnt or gathered, could be used to support different arguments or motions.

The second approach is **focused research**. This is a methodology focused on acquiring knowledge or information which relates to a specific topic or debate. Conducting such research can be daunting and it can be difficult to know where to start. It is suggested that we begin by:

1. Identifying any key words from the motion, which may need to be defined or explored in more detail
2. Brainstorming the basic arguments for and against the motion
3. Identifying any background knowledge that we already have or those areas which are unknown to us and which need further research.

Once we have identified the key starting points make sure we try to specialise and research areas in depth.

This should be done in consultation with our team to avoid duplication. We should consider creating reference sheets for ourselves and our teammates which we then store in research files. These are sheets which could include information about key and salient facts or figures, quotations or interesting examples. They will serve as handy reference points for both upcoming and future debates.

#### Collecting the Information- Sources and Methodology

There are numerous invaluable sources of information available to us to help guide and assist us in our research:

**Online research:** The internet is clearly an unrivalled reservoir of information, which due to its scale and universal accessibility needs to be approached with caution and focus by researchers. An online search for the key words of a motion is likely to yield a myriad of diverse results. This can be daunting, and it is easy to be overwhelmed by the ease, speed and volume of responses. Prioritise those results which are from reliable sources such as reputable academic institutions, or news sources we trust. We should be careful about relying solely on webpages such as Wikipedia to support your arguments. Whilst the information on Wiki pages can often be factually correct, it should not be assumed by researchers to be 100 per cent reliable or unbiased, due to the nature of how it is generated.

**Print Media:** If we have a motion dealing with a topical issue, which is likely to have been subject to significant media scrutiny, current and past issues of reputable print media can be a profitable source of information and opinion.

**Electronic Books/articles and journals:** Often available online, for free, e-books and periodicals can be a useful addition to your research pathway.

**Radio/television:** Radio and television documentaries, podcasts and webinars either archived or broadcast contemporaneously, can be a valuable resource.

**Brainstorming within our group:** Sitting down with our team to consider the merits of a motion and generate ideas in a structured way can produce valid arguments and fresh ideas.

#### ❖ Reflection Questions

- How well do you feel you have met the overall learning outcome for this module?
- What more will you need to do, in order to become more competent and confident in undertaking effective research for a debate?
- What are some common research mistakes?
- What are potential sources of research available to you?

# Module 8:

## Adjudication

### 1. Learning Objectives

This module provides a practical overview of the Adjudication model and scoring distribution guidelines associated with the YMV programme. At the end of this module, you should be able to:

- Understand the judging criteria upon which you are assessed in a debate
- Understand the rationale behind the scores associated with a debate

### 2. Adjudication Model

The adjudication model that is associated with the YMV programme is the “**4-elements**” model where the debater is assessed based on 4 elements, each accounting for **25%** of the total score of each debater.

- 1. Content:** Arguments (their structure, strength, and relevance), Definitions, Context, Critical Thinking, and Research
- 2. Refutation:** Listening, Answering, and Engaging

through rebuttals and POIs

- 3. Structure:** Clarity, Coherence, and Understanding of Roles
- 4. Style:** Public Speaking, Communication, and Delivery

During the debate, judges take detailed notes on each of the speeches by highlighting the major elements on the judging flowchart. These notes are used as a reference during the deliberation between the adjudicators. After the deliberation, the judging panel assigns a score out of 100 for each of the speakers and then sums up the score of each pair of speakers to get the team score. Teams are then ranked based on their scores.

### 3. Score Distribution Guide

The score of each debater is decided based on the below score distribution guide ranging from 65 to 85.

Score	Notion
<b>65</b>	Is the lowest score a debater can obtain. This score is given to debaters who violate the corresponding laws and ethics of the debate. For example, he/she does not talk at all or insults another debater, team, adjudicator, or entity.
<b>66-69</b>	This is a below average performance. This score is given to debaters who understand the debate but do not master the essential debating skills. The speech is outside the scope of the debate although the debater tries to play his/her role as a speaker. The debater presents a speech with no focus on content or delving into the aspects of the debate. Debater missed major parts of the judging flowchart.
<b>70-73</b>	This is an average performance. This score is given to debaters who understand their role as a speaker and the aim of the speech; however, they are unable to adapt the content and delivery to serve this goal. They master some roles while not mastering others. Debater missed parts of the judging flowchart.
<b>74-77</b>	This is an above average performance This score is given to debaters who are capable of playing their roles as a speaker on all levels. He/she represents the team's stance and goal. Debater fulfils most parts of the judging flowchart.
<b>78-81</b>	This score is given to debaters who are capable of playing their roles as a speaker on all levels in addition to prevailing an understanding of general knowledge. All roles are mastered, and the content is adequate to form a public opinion on the subject. Debater fulfils all parts of the judging flowchart.
<b>82-85</b>	This score is given to debaters who are capable of playing their roles as a speaker on all levels in addition to prevailing expertise on the motion at hand. All roles are mastered, and the content of the speech shows deep expertise in addition to exceptional presentation/style. Debater fulfils all parts of the judging flowchart.

### ❖ Reflection Questions

- How well do you feel you have met the overall learning outcome for this module?
- What more will you need to do, in order to further understand the different adjudication models and scoring guidelines?
- What are the core elements that an adjudicator must take note of?
- What can you do as a debater to facilitate the adjudication process for the adjudicator?

# Module 9:

## Introduction to Public Speaking

### 1. Learning Objectives

This module provides an introduction to public speaking, communication and presentation. At the end of this module, the debater should be able to:

- Build confidence in speaking in public
- Deliver ideas effectively
- Understand the common pitfalls in public speaking, and how to avoid them
- Understand the importance of non-verbal communication

### 2. Verbal Communication

Effective verbal communication skills include more than just talking. Verbal communication involves both how messages are transmitted and how they are received. Thus, once the debater has a clear idea or argument that s/he wants to express, s/he has to be able to deliver them effectively. In this section, we will deal with the effective verbal communication skills.

#### The Voice

Our voice is our primary instrument in public speaking. Thus, we need to make good use of our voice to convey a message effectively. The way we sound like when we speak can make our words come alive. Most important of all, every voice projects the personality of its speaker. There are many aspects of the voice that are important in public speaking, including projection, pitch, pace, tone and articulation.

**Projection:** The projection of the voice is the volume of the voice and the ability to use the voice in a proper manner in order to be heard clearly. We should vary our projection based on audience and the point we are making. For example, wide projection is suitable for large audiences when not assisted by amplification. Placing greater emphasis on a word or phrase, by speaking more loudly can also capture the attention of our audience. However, it will be appropriate to speak moderately or softly, with a close projection if in a small group. This is also a good technique to attract attention to a specific point, because it causes the audience to lean forward and focus intently on what is being said.

**Pitch:** The pitch of our voice relates to how high or low it sounds. Some people have a naturally high pitch whilst others may have a naturally low pitch. We are not required to change the overall pitch of our voice –that's simply the way we speak. However, speakers who vary their pitch depending on the point they are making can usually have greater impact with their audience. For example, a high pitch can be appropriate to relay excitement or shock, whilst a low pitch might relay disappointment or sarcasm.

**Pace:** When we're speaking quickly, it appears to be exciting for the audience initially, but after few minutes, it stops being stimulating and becomes overwhelming. On the other side, when we are speaking slowly, it can grab the audience's attention and interest and help them process every word, but a whole talk at a slow pace will annoy the audience: they will lose interest

while waiting for you to get to the point. That's why, the best way it to mix it up! Keep most of our speech in the ordinary range of conversations, then change the pace to highlight points in the message and affect the audience's emotions. An important aspect of pace is the use of space. Pausing indicates to the audience the end of an idea or point. It allows them an opportunity to consider the point and to prepare for what is to come. The pause should only be brief, as too long a pause may suggest we have lost track of our thoughts. Pauses after an important point can also be used to resonate the point amongst an audience.

**Tone:** We can convey many emotions with our voice. This is referred to as tone. Our tone is influenced by the volume, projection and pitch of our voice. By placing emphasis on a particular word, phrase or sentence, we can convey specific emotions and feelings. An overall presentation can also have a tone. For example, the way we use our voice can give a presentation a friendly, empathetic or warm tone. Alternatively, the presentation may have a combative or abrasive tone. We should always be mindful of the tone of a presentation and ensure that it is suitable to deliver the desired effect to the point being made and the listener.

#### Expression

Verbal communication is not only about the quality of our voice. It is also shaped by what we express and the way in which we express it. Expression includes the way we pronounce and enunciate words, language and accent, and style. They all work together with our voice to complete expression in a presentation. We should always be mindful of how these factors influence the way we present and the effect they leave with an audience.

**Pronunciation:** refers to the ability to use the proper stress, rhythm and intonation of a word in a language spoken. Be careful to pronounce words in a way that they will be recognizable to the audience. Repeatedly mispronouncing a word or expression may indicate that the speaker is not sufficiently familiar with the topic on which he/she is speaking or did not adequately prepare for the presentation. This also will make the audience bored as they are forced to focus more to understand what the speaker is saying.

**Enunciation:** is how you speak the words, and how clearly those words come out of your mouth. When you enunciate clearly, you're going to show your teeth. When you strengthen your enunciation, your listeners will make a better impression of you when you talk and will be better able to concentrate on the message you are sending, instead of getting distracted by the way you express yourself.

**Language and Accent:** We should always present in a language with which we are familiar and comfortable to the listener. This will show the person's true ability and preparedness. Also, we should be careful to use diction that is in line with the language in which we are presenting. It is a common fault to incorporate words and expressions from a different language into speech.

We should be mindful that this may be confusing to an audience. If this is the case, try to translate the words in the language that is understood by the audience. As for the accent, be mindful of our audience, and speak in such a way that would maximize their ability to understand. This may mean speaking slowly and being more careful with pronunciations and enunciation.

**Style:** Each speaker has his/her own speaking style. The most important of all is to never imitate the style of any other speaker, but rather to develop our own style. This can be done through experience. Be authentic, simple, accept yourself and always practice.

### 3. Non-verbal Communication

Non-verbal communication refers to gestures, facial expressions, eye contact, body language, posture, and other ways people can communicate without using language.

#### Eye Contact

Eye contact is a particularly important type of nonverbal communication. Many things can be communicated by the way you look at someone, including interest, affection, hostility or attraction. Eye contact indicates that we are focused on the audience, and equally, their eye contact indicates to us that they are paying attention. When we make eye contact with our audience, we are better able to make a connection with them and build and maintain their trust. Good eye contact reflects the confidence of a speaker and impacts their persuasiveness in argument.

#### Facial Expressions

The human face is highly expressive, capable of conveying countless feelings without saying a single word. Facial expressions including smiling,

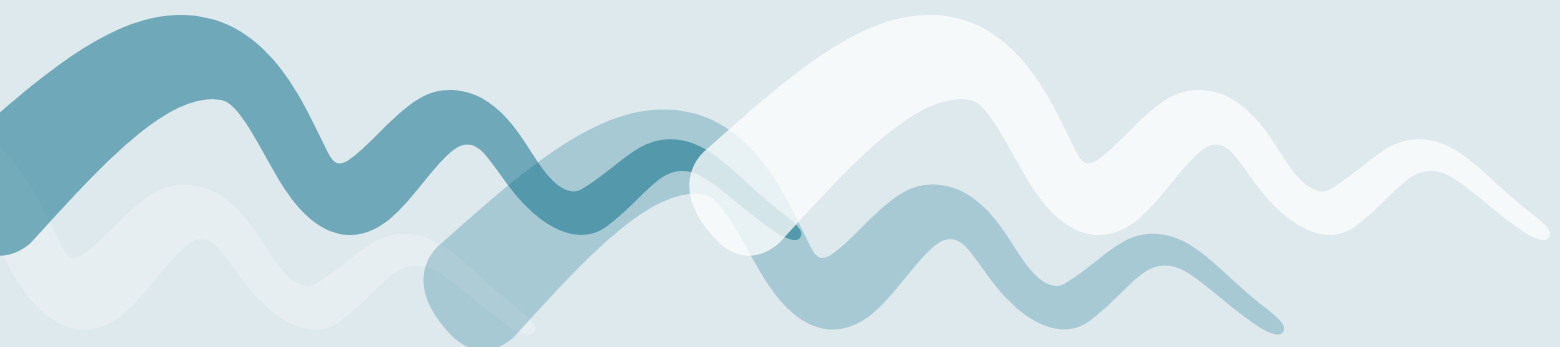
frowning, grimacing, raised eyebrows etc. can be used to accentuate a point that is being made. Facial expressions should always be measured and appropriate. We should avoid excessive, theatrical expressions as they can be distracting to what is being said.

#### Body Language

The way you move and carry yourself conveys to the world a wealth of information. When you practice your speech, it is also important to work on your body language. The way you move your head during your speech is also important. When you tilt your head to the side, for example, it may mean you are interested or listening intently. It can mean you 're tired when you lower your head. If you look up at the ceiling while you're talking, that means that you are trying to stop making eye contact with your audience.

#### ❖ Reflection Questions

- How well do you feel you have met the overall learning outcome for this module?
- What more will you need to do, in order to become more competent and confident in public speaking?
- What are some common mistakes in public speaking?
- What are some effective tips to enhance your public speaking?



# Module 10:

## Oxford Format

### 1. Learning Objectives

This module provides a general insight on the Oxford Style Debate Format. At the end of this Module, debaters should be able to:

- Understand the specificities and the structure of the Oxford format
- Become capable of debating using the Oxford format through assimilating the guidelines

### 2. Specificities of the Format

Oxford-style debating is a competitive debate format featuring a resolution (provocative statement) that is supported by one side and opposed by the other. This format is the most used in policy motions, because it gives the debate a wider space of interaction through the Debaters discussion, questions of the Audience and the speaker of the house. There is an audience vote on the Motion (by For, Against or Undecided) before and after the debate and the winner of the debate is the team that changes their numbers the most from one vote to the next, rather than who scores the highest which proves which side had the greatest influence. Usually there's a speaker of the house, a first chair and a second chair, and in case the debate includes adjudication, it counts with the audience vote to determine the winner.

### 3. Guidelines

Before the debate begins, the speaker of the house introduces the debate, shares the motion, frames the issue, presents the Action plan of the government (Should be shared with him/her prior to the Debate) and calls each audience member to cast their votes. The voting is not shared publicly until the end of the debate.

The Debaters are expected to read the room and address audience members who may be undecided or vehemently disagree with their side.

The format of debate is broken down into four sections: Opening Remarks, an Intra-panel Discussion, a Question-and-Answer period, and Closing Remarks. Participants in this debate construct clear, rhetorically astute opening and closing statements, and engage during the intra-panel discussion with their opponents in a respectful but assertive manner.

During the Opening Remarks, the 1<sup>st</sup> speaker of the government must present with details a suitable and a clear Action plan to the house, strengthened by solid arguments. The 1<sup>st</sup> speaker of the opposition must rebut the government's plan, present the arguments of his/her team and provide an alternative if possible. The 2<sup>nd</sup> speakers of both sides must provide a different angle than the first speaker, or simply serve as an elaboration on the first speaker's speech.

Distortion or falsification of evidence is unethical and prohibited, that's why speakers should orally cite their sources during the debate and must answer questions as asked during the Intra-panel discussion or the Q&As. Pivoting is frowned upon and will be called out by the moderator.

During the Closing Remarks period, Debaters cannot add new arguments in their speeches. They are expected to clarify any information they feel that has gotten confused during previous rounds, rebut any missed points and wrap up the clash points of the debate.

#### 4. Oxford Style Debate Structure

Section	Interferers	Time	Description
<b>Initial Voting</b>	Speaker of the House invites the Audience to vote.	2 Minutes	Audience to vote on the motion by: For/Against or Undecided.
<b>Opening Remarks</b>	The Prime Minister The Leader of the Opposition The Deputy Prime Minister The Deputy Leader of the Opposition	20 Minutes: 5 Minutes per Debater	The Debaters' statements are prepared ahead of time and do not involve a rebuttal period, though debaters can address the other side's argument in their remarks.
<b>Intra-Panel Discussion</b>	Speaker of the House to address a balanced amount of questions to both sides of the debate.	20 Minutes: 10 Minutes per Team	The debaters engage with one another directly and they Rebut each other's speeches. The discussion is guided by questions from the speaker. A question addressed to a certain side shall be answered only by one representative.
<b>Question-and-Answer Period</b>	Audience to address questions to both sides with the coordination of the Speaker of the House.	10 Minutes	Audience members have the opportunity to ask the debaters questions regarding the motion and gain further clarification on each side's arguments.
<b>Closing Remarks</b>	Each side of the debate to assign a representative to deliver the closing remarks.	4 Minutes: 2 Minutes per Team	Debaters shall use this opportunity to reiterate their points and persuade the audience to vote for their side.
<b>Final Voting and Results</b>	Speaker of the House invites the Audience to vote and announces the Results.	4 Minutes	Audience to vote again on the motion by: For/Against or Undecided.

##### ❖ Reflection Questions

- How well do you feel you have met the overall learning outcome for this module?
- What more will you need to do, in order to become more competent and proficient with the learning objectives of this module?
- In what context is the Oxford format best applicable?
- How are the Oxford and BP Formats similar? How are they different?



# Module 11:

## Overview of the Sustainable Development Goals

### 1. Learning Objectives

This module provides an overview of the Sustainable Development Goals. At the end of this module, you should be able to:

- Understand the importance of 2030 Agenda for Sustainable Development
- Identify the 17 Sustainable Development Goals (SDGs)

### 2. The Sustainable Development Goals

The 2030 Agenda for Sustainable Development, adopted by the United Nations in 2015, includes 17 Sustainable Development Goals (SDGs), also known as the Global Goals, which provides a shared blueprint to achieve a better and sustainable future and calls for an urgent universal action to end poverty, improve health and education, reduce inequality, and spur economic growth and among many others.

The 17 Goals are all interconnected whereby they recognize that impact in one area will affect outcomes in others, and that development must be balanced among the three main pillars of sustainability: economic, social, and environmental. These goals should be achieved by 2030.

**Goal 1 - No Poverty:** End Poverty in all its forms everywhere

**Goal 2 - Zero Hunger:** End Hunger and ensure access by all people.

**Goal 3 - Good Health and Well-Being:** Ensure healthy lives and promote well-being for all at all ages

**Goal 4 - Quality Education:** Improve people's lives and sustainable development through a quality education

**Goal 5 - Gender Equality:** Achieve gender equality and empower all women and girls

**Goal 6 - Clean Water and Sanitation:** Ensure access to water and sanitation for all

**Goal 7 - Affordable and Clean Energy:** Ensure access to affordable, reliable, sustainable, and modern energy

**Goal 8 - Decent Work and Economic Growth:** Promote inclusive and sustainable economic growth, employment, and decent work for all

**Goal 9 - Industry, Innovation, and Infrastructure:** Build resilient infrastructure, promote sustainable industrialization and foster innovation

**Goal 10 - Reduced Inequalities:** Reduce inequality within and among countries

**Goal 11 - Sustainable Cities and Communities:** Make cities inclusive, safe, resilient and sustainable

**Goal 12 - Responsible Production and Consumption:** Ensure sustainable consumption and production patterns

**Goal 13 - Climate Action:** Take urgent action to combat climate change and its impacts

**Goal 14 - Life Below Water:** Conserve and sustainably use the oceans, seas and marine resources

**Goal 15 - Life on Land:** Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss

**Goal 16 - Peace, Justice, and Strong Institutions:** Promote just, peaceful and inclusive societies

**Goal 17 - Partnerships:** Revitalize the global partnership for sustainable development



### ❖ Reflection Questions

- How well do you feel you have met the overall learning outcome for this module?
- What more will you need to do, in order to become more competent and proficient with the learning objectives of this module?
- What do we mean by saying that the SDGs are interconnected, interdependent, and integrated?
- What are the three pillars of sustainability?



# Module 12:

## Role of the Debater in YMV and in Debate Club + Ladder of Participation

### 1. Learning Objectives

This module provides a brief overview of the role of the debater in YMV. At the end of this module, the debater should be able to:

- Understand the role of the debater within and after YMV
- Understand the ladder of participation associated with YMV

### 2. The Role of the Debater

As a participant of the programme and potential debater, your role in the programme is to:

1. Maintain full commitment and engagement throughout the programme's cycle of activities starting from the National Cascade Training until the National Debate Forum and Policy Dialogue.
2. Represent YMV and preserve its mission through maintaining a positive spirit and bringing to action the programme's core values such as: accepting diversity, contributing to a safe learning environment, etc.
3. Commit to cascading the experience to other young people in your community through founding a debate club in your area and engaging with young people.

### ❖ Reflection Questions

- How well do you feel you have met the overall learning outcome for this module?
- What more will you need to do, in order to become more competent and proficient with the learning objectives of this module?
- What are your main goals and expectations for joining the YMV programme? How can you benefit from the programme's activities to achieve these goals?
- What would be the main objective of your debate club? What need will it tackle?



# Module 13:

## Debate Club Sustainability Guide

### Objective

The objective of this guide is to provide key tips on guaranteeing debate club sustainability for clubs established under the Young Mediterranean Voices programme. The guide focuses on two core parts: the survival essentials to establish and sustain the club and the internal management that supports this establishment and further guarantees the sustainability of the club.

### Part I: Survival Essentials

#### Why- Raison D'être

Like any organisation, each debate club needs a reason behind its establishment, i.e. why is this club being established? The reason can be as simple as passion for debate and dialogue or even further to include promoting civic engagement, encouraging youth involvement in governance and policy making, contributing to the Sustainable Development Goals, solving communal problems, etc.

The reason could be based on the founders' main interest in addition to the communal need. For instance, if the club is being established in the university, what is the need of your university students? On the other hand, this reason could change if the club is part of an NGO, municipality, or simply the community. As such, the club does not need to be focused merely on debate; instead, it could focus on any topic or interest and use debate as a tool to achieve the aim of the club. For instance, medical students at a university can form a medical club, but then use debate to create awareness on medical topics.

The Young Mediterranean Voices programme aims to facilitate the identification of the club's *raison d'être* through providing them with the opportunity to work on a project of their choice within their communities. The British Council will provide potential clubs with the tools needed to work on the project such as the community mapping tool and a simple proposal to complete.

#### Who- Memberships and Target Audience

Every club should identify their membership criteria in alignment with their *raison d'être*. For instance, if the reason behind the club establishment is to empower youth, members of the club are to be part of the youth category. On the other hand, the target audience of the club can be, but is not limited to, the members of the club. For example, in the case of a debate club, the target audience can be the debaters, but also community members who attend the debates in order to raise their awareness on different issues. The members and target audience are essential elements to the sustainability of the club and will govern club activities.

#### What- Activities

The activities run by the club are primarily governed by the club's identity which is comprised of the club's *raison d'être*, members, and target audience. Activities

of clubs established under the programme can be primarily focused on debate but can also include other diverse activities based on the club's *raison d'être*. Also, debate can be used as a tool for broader activities than a mere public debate or debate championship such as high level political, social, economic, or environmental panels or forums, advocacy campaigns, electoral campaigns, movie/book discussions, etc.

The Young Mediterranean Voices programme will support the use of debate as a tool to create change through providing debate clubs and debaters with a technical guide on debate. The guide will include information on the BP format, Oxford format, argumentation, refutation, motion drafting and analysis, and policy drafting. Also, through the programme's agreement with hubs, club activities will be supported through the mentorship provided by the hubs for a period of one year. Hubs will provide established clubs with trainings on partnership building, funding and sponsorship strategies, proposal writing, and club/project management.

#### Where- Meeting Venues

In order to guarantee its sustainability, the debate club should have one or more fixed venues for their meetings and activities. Examples of venues include municipality public halls to be booked prior to meetings and activities, university premises, NGO premises within the community, or local training venues.

The Young Mediterranean Voices programme, through their agreement with hubs, will support debate clubs in locating potential venues. Hubs will provide debate clubs with training sessions on how to identify and contact suitable meeting venues.

#### When- Meeting Times

Meeting times are to be agreed among cabinet members. In general, the club should meet on a regular basis in order to plan activities and discuss work progress. Meetings can be fixed (weekly, fortnightly, or monthly) or determined on a need basis.

### Part II: Internal Management

#### Club Name

The name of the club is indicative of its *raison d'être* and its function, i.e. the activities which it holds. The name should be simple yet creative. If the core focus is debate, the club can be named as follows: name of community Debate Club. On the other hand, if the club uses debate as a tool to empower women voices, it could be named: name of community Women Voices or Women in Debate/Decision-making.

#### Club Visibility

It is highly recommended for established clubs to have a logo and theme which represents the club. Both the logo and theme should be inspired by the club's identity and portray a clear message in a creative way. For example, if the club is focused on youth empowerment, the theme used in branding should be colourful and uses youthful colours.

### Club Vision

It is essential for every established club to have a clear vision set at the beginning of their journey. The vision of the club, which is primarily inspired by the club's identity, is the desired future position of the club. It is the ultimate long-term goal that the club seeks to achieve. For instance, if the reason behind the establishment of the club is to empower young people, the vision of the club could be to develop a generation of youth who are capable of leading change in their societies.

### Club Mission

It is also essential for every established club to have a clear mission set at the beginning of their journey. The mission of the club is defined by the objectives of the club and the approach to reach those objectives. It is the short-term goals that need to be achieved in order to achieve the vision. For instance, the mission associated with the vision set above could be to empower youth voices through providing them with the skills and tools needed to voice their opinions about pressing issues. This is the means by which the vision will be achieved or the objective of the club; however, we also need to specify how we will reach this objective. This could be in the following form: conducting weekly trainings to young people on debate skills, organising monthly roundtable discussions among young people and decision makers, etc.

### Club Location

Based on the availability of resources through funds, sponsorships, or partnerships, the club may or may not have a private fixed location. However, as mentioned in Part I of this guide, it is essential for the club to have a venue available for meetings and events.

### Club Resources

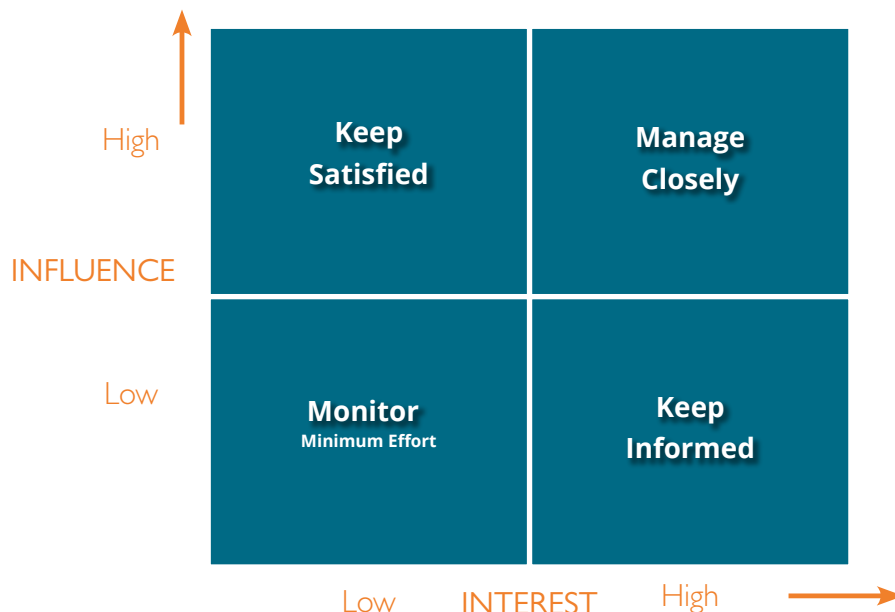
There are many ways by which the club can acquire resources to guarantee their sustainability; these include, but are not limited to:

1. Joining Fees and Yearly Membership Fees: this amount can be determined according to the context, availability of other resources, and types of activities planned.
2. Governmental Funds
3. Grants from Embassies or Local and International NGOs
4. Fees gathered from Events
5. Sponsorships for Events

### Club Partnerships

In order to guarantee its sustainability, it is important for the club to establish partnerships. These partnerships could be general, to provide support for the club on a regular basis, or event specific to support with a certain need during an event.

Prior to seeking partnerships, it is crucial for the club to identify their stakeholders in order to use the most powerful stakeholders early on in the establishment of the club or in events. Not only does this make it more likely that they will support you in the future, but their input can also aid the quality of your activities. Using these powerful stakeholders can assist with gaining the correct level of resources for your club. Once the key stakeholders are identified, plot their position on the influence/interest grid shown below:



Using your influence/interest grid to drive your communications strategy ensures that stakeholders receive the correct level of information at the right time, the earlier you start communicating with your stakeholders the better their understanding of the club and its benefits. Plot stakeholder's position on the grid above using the following guidelines:

- **High influence, interested people:** these are the people you must fully engage and make the greatest efforts with e.g. A head of department, who represents the users/customers
- **High influence, less interested people:** provide sufficient information to these people to ensure that they are up to date but not overwhelmed with data e.g. the Accountable Body (Management Board or Operations Committee)
- **Low influence, interested people:** keep these people adequately informed, talk to them to ensure that no major issues arise. These people can help with the detail of the club's activities e.g. End Users, other Project Managers, Business Community
- **Low influence, less interested people:** provide these people with minimal communication to prevent boredom e.g. other departmental members, teams unaffected by the change.

When plotting the stakeholder's position on your grid, it is worthwhile establishing who will be advocates/supporters of your activities and who will be blockers/critics of them. Use colour coding to identify which of these two groups the stakeholder belongs – e.g. **green** for advocates/supporters and **red** for dis-interested/unsupportive. The following questions help you to understand their needs/drivers and grouping and assist in establishing the best way to engage them in your club or activity:

- What financial or emotional interest do they have in the outcome of your work – is it positive or negative?
- What motivates them most of all?
- What support do you want from them?
- What information do they want from you?
- How do they want to receive information from you – what is the best way of communicating your message to them (this will input into your communications plan)?
- What is their current opinion of your work and is it based on good information?
- Who influences their opinions generally and who influences their opinion of you?

- If they are not likely to be positive what will win them round to give their support?
- If you are unlikely to win around, then how will you manage their opposition?
- Who else might be influenced by their opinions and decide if they need to become stakeholders in their own right?

#### Club Membership

Membership criteria are to be determined by the club management. The criteria can include an age range, fields of interest/expertise, alignment with the club's vision and mission, etc. Memberships can be received via an online or print form that is submitted to the governing board to be approved.

Members have the right to resign from the club through providing a written resignation to the club's secretary during the club's meeting. In case the member resigns after 4 months of the start of the financial year, the member should pay the yearly membership fees for that year. Also, in case the resigned member wishes to join the club again, he/she should fill in the membership form again and is subject to all membership criteria.

On the other hand, the governance board has the right to suspend any members in the following cases:

- His/her actions violate the mission and values of the club;
- He/she no longer satisfies the membership criteria;
- He/she is not committed to paying membership fees on time; and
- He/she is not committed to attending the club's meetings.

#### Club Governance Structure

The club is to be formed of the two following boards:

1. General Assembly: which includes all members of the club.
2. Administrative Body: which includes 9 members who are elected by the general assembly through a secret ballot. In order to conduct the elections, one-third of the general assembly members who have paid their annual contributions six months prior to the date of the elections should be present. The mandate of the administrative body is two years. The election session is moderated by a body of at least three members of the general assembly headed by the oldest member.

The elected administrative body then meets under the chairmanship of the oldest member and selects among its members a president, a vice president, a secretary, and a treasurer. A maximum of two positions may be assigned to one member of the administrative body,

except for the right to decide and implement the disbursement of funds.

The Founding Body of the club, which constitutes its founders, shall exercise the powers of the administrative body for a period of one year from the date of the club establishment. The latter should complete the procedures for establishing the club and call for the election of a new administrative body within one year of the date of establishment.

The above governance structure can be amended by a decision of the Extraordinary General Assembly according to the rules listed in the internal regulations, and amendments are not approved except by a majority of two-thirds of the votes of the members present or representatives. The quorum shall be secured in the presence of the absolute majority of the members who have paid their contributions for the past two years.

#### Club Internal Regulations

### I. General Assembly

**Authority:** the General Assembly has the authority to decide and its decisions do not accept any means of revision except as stipulated by the club laws.

**Composition:** the General Assembly consists of all the members who have been registered in the club for more than three months prior to the meeting of the relevant general assembly, and who pay their annual contributions, unless the Administrative Body exempts a particular member or group of members from this duty by reasoned decisions.

#### Meetings:

- a. The president or vice president of the Administrative Body chairs the sessions of the general assembly with the exception of the meetings devoted to the election of the Administrative Body where the oldest member of the General Assembly chairs the meeting.
- b. The Administrative Body shall fix the date of the General Assembly's meetings and agenda and notify all members of the General Assembly at least fifteen days before the date of the meeting.
- c. Any member of the General Assembly has the right to suggest the topics that s/he wishes to discuss during the meetings of the General Assembly, provided that s/he communicates these issues to the Administrative Body at least one week before the date of the General Assembly meeting date.
- d. Each member of the General Assembly has the right to speak on any of the topics on the agenda.
- e. Discussions may be concluded after the General

Assembly approves a proposal in this regard submitted by one of the members.

- f. Decisions shall be taken by absolute majority of the votes of the members present or representatives and by show of hands.
- g. A vote is accepted as a representation under a written authorization provided for that reason, given that this authorization is submitted to the secretary no less than seven days before the meeting. A member shall not be entitled to represent more than two persons affiliated with the club.
- h. Members who fail to pay their financial obligations (contributions) six months before the election date are not eligible to vote.
- i. Members whose membership did not exceed six months are not eligible to vote.

#### Ordinary General Assembly:

- a. The General Assembly meets at an annual ordinary meeting during the first three months of the year at the invitation of the President of the Administrative Body. If the President fails to invite the General Assembly to meet during this period, it shall be convened by virtue of the invitation of any member of the administrative body, the elderly person, or the association's auditor (if any) according to the conditions specified in this system.
- b. The Ordinary General Assembly can also be called to extraordinary meetings during the year whenever the need arises. This call is made, either at the request of the President or the decision of the majority of the members of the Administrative Body or one third of the members of the club who are entitled to vote. The meeting is held at the place and time specified by the Administrative Body.
- c. In all the cases mentioned above, an invitation shall be sent to attend the meeting within a period of no less than fifteen days and a maximum of thirty days from the date of the session. The invitation shall state the reasons for holding this meeting, its location, time, and agenda.
- d. The Ordinary General Assembly is considered legal in the presence of half of the members who composes it plus one. If the quorum is not complete, the General Assembly is automatically invited to another meeting, held a week after the first meeting. Then the Ordinary General Assembly will be legal, regardless of the number of members present or represented.

- e. The Ordinary General Assembly shall assume the following tasks and authorities:
  - 1. Researching and discussing the general annual report and taking appropriate decisions in this regard.
  - 2. Auditing and discussing the annual financial report and taking the appropriate decisions in this regard, so that the accounts of the past fiscal year and the budget and account of the subsequent fiscal year are approved.
  - 3. Determining the annual contribution fee.
  - 4. Appointing the club's financial auditor based on the proposal of the Administrative Body.
  - 5. Electing members of the Administrative Body.
  - 6. Researching and discussing all issues on the agenda of the meeting that are in conformity with applicable regulations and taking appropriate decisions in this regard.

**Extraordinary General Assembly:**

- a. The Extraordinary General Assembly is called to a meeting, either to amend the club's regulations or to dissolve the club.
- b. The meeting of the Extraordinary General Assembly is either at the suggestion of the Administrative Body or at the request of 20% of the members of the General Assembly. In the latter case, the President of the club or the club's auditor (if available), if the president fails to do so, is obligated to invite the General Assembly to convene within a period of one month that is valid from the date of receipt of the request to the secretariat.
- c. The agenda of the meeting is to be included in the invitation which is notified to the members a month before the date of the General Assembly meeting.
- d. The Extraordinary General Assembly is not considered legal, except in the presence of the absolute majority of its members.
- e. If the quorum is not secured, the General Assembly shall be invited again after the end of a one-month period with the same agenda. Its meeting will not be valid then except in the presence of at least one third of its members.
- f. If this quorum is not secured, then the agenda is returned, and the invitation to the General Assembly is no longer permissible for the same

subjects, except after the expiration of a year, in accordance with the same conditions and principles above.

- g. When the Extraordinary General Assembly is called to dissolve the club, the provisions mentioned under the "Club Closure" section are observed.

## 2. Administrative Body

**Composition:**

- a. Supervision and management of the club is entrusted to the administrative body which is constituted of 9 elected members. The Extraordinary General Assembly is entitled, upon the proposal of the Administrative Body, to reduce or increase the number of members of the Administrative Body.
- b. Members of the Administrative Body assume the following permanent responsibilities in the capacity of an executive body: the president, vice president, secretary, and a treasurer. The Administrative Body also has the right to create positions or other responsibilities or to create specialized committees when the need arises, and it chooses whoever heads its membership and defines its tasks.

**Duties:**

- a. Strives to achieve the goals of the club, the proper application of its regulations, and the practice of its activities within the framework of its goals, as well as the implementation of General Assembly decisions.
- b. Drafts and implements the budget after its approval by the General Assembly in addition to proposing the annual membership fees.
- c. Decides to set up committees according to the need of the club and within the spirit of its regulations.
- d. Sets a plan for the cycle of activities of the club and monitors its implementation.
- e. Sets the agenda for the General Assembly meetings.
- f. Monitors the work of the treasurer.
- g. Takes the decision to suspend any member in case s/he acts in a way that is detrimental to the club and its values.
- h. Sets the administrative systems necessary to organize the club's work and affairs according to



what it deems necessary from time to time, given that the decisions of the administrative body do not contradict the spirit of the association's regulations and texts.

- i. Guarantees the auditing of the treasurer's accounts and has full power to decide all matters related to the club and its activities. Its decisions are final within its powers; for every matter outside its powers, a return to the General Assembly is mandatory.

#### **Electoral Process:**

- a. The members of the Administrative Body are elected every two years from among the members of the club who have paid their contributions according to what is agreed in this system. Their term of office is two years subject to renewal by the end of the term (with the exception of the president, who cannot run for the presidency until after the lapse of two years after the end of his assumption of his presidential duties and within the conditions and criteria set by the club). On this basis, an annual Ordinary General Assembly holds the election by secret ballot during May or at another date that the Administrative Body may appoint for extraordinary reasons, and the general assembly votes on it by two-thirds (2/3) of the attendees without specifying the positions and functions of each member.

Members do not receive any salary or fee remuneration as a result of carrying out their stated tasks.

- b. The election results should be announced immediately after the counting is completed, and the candidates who obtain the largest number of votes from the voters will be considered winners. If two candidates are equal in the number of votes, the oldest candidate in his/her affiliation with the club is considered a winner; and if they are equal in that, the older candidate wins.
- c. Upon the election of its members, the Administrative Body selects each of the following functions: the president, vice president, secretary, and treasurer.
- d. Upon electing the Administrative Body, the latter shall unanimously appoint the Disciplinary Body which constitutes three of the club's members. It is within the competence of the Disciplinary Body to consider any violation or conduct of any affiliate member that is not in compliance with the club's

regulations. This body reports to the Administrative Body which is responsible for taking the necessary measures against the violating member.

- e. The Administrative Body shall occupy any vacant position due to the death or resignation of one of the members, the transfer of his/her work outside Lebanon, or any other reason through calling for the candidate or candidates who did not win, yet obtained the majority of votes in the last general elections.
- f. If more than a third of the memberships in the Administrative Body are vacant while there is still more than six months remaining in the term of the Administrative Body, an Ordinary General Assembly should be duly invited to elect members to fill the vacancy.
- g. In all cases, the President and members of the Administrative Body continue to exercise their roles until the new members are elected.
- h. In the cases that the President of the Administrative Body dies or is incapable of performing their duty due to sickness or any other reason, the Administrative Body appoints the Vice-President as a President for the remaining time of the term and elects from its members a new Vice-President.

#### **Candidacy Regulations:**

- a. Any of the members of the club has the right to run for the elections of the Administrative Body, provided that the contributions due from them are duly paid, and that s/he has previously paid at least two consecutive contributions. In this context, he shall submit his nomination to the secretary through a written request within fifteen days before the nomination closing date. Nomination applications are considered by a committee, appointed by the members of the Administrative Body to accept the nominations, at least one month before the date of the meeting for the election, provided that its members are not less than three and not more than five and the majority of them are outside the members of the Administrative body and its employees. The task of this committee is to check the applicability of the candidates to all statutory requirements. No nomination is accepted unless it meets these conditions. The nomination door is closed five days before the elections.
- b. The aforementioned committee must submit to



the Administrative Body, in writing, within a period of no less than five days before the date of the elections, a list of the names of those whose nomination for membership was considered regular and fundamentalist.

- c. The Secretary publishes, at least ten days before the date of the election, a preliminary table with the names of the candidates, and another table with the names of the members included in the General Assembly, and accepts objections until five days before the election date. Afterwards, the list becomes final.

#### **Meetings:**

- a. The Administrative Board shall convene, at the invitation of its President, at least twelve meetings per year (including the annual regular meeting). It can meet whenever the need arises, either by the invitation of the president or at the initiative of the majority of the members of the Administrative Body, given that the quorum will not be considered complete unless half of its members are present.
- b. The administrative body must specify, at the beginning of each semester, the dates of the periodic meetings, so that they are notified to their members via e-mail, and therefore, it is only necessary to remind each member of the appointed date by the available means at the time. In the event of a special meeting, the member must be notified a week before while stating the reasons for holding this special meeting.
- c. The members of the Administrative Body must attend the meetings. If one of the members fails to attend the meetings three times in a row without a legitimate excuse, the Administrative Body will meet in an extraordinary session and take the appropriate action against him, where if deemed necessary, can drop his/her membership from the Administrative Body.

#### **Suspension of its Members:**

- a. Any of the members of the Administrative Body can be suspended in case s/he fails to perform their duties, violates the regulations of the club, or exceeds the limits of authority.
- b. This dismissal shall be decided upon by the General Assembly convened in this regard at the invitation of the President or three members of the Administrative Body, by secret ballot, by a majority of two-thirds of the affiliated members who compose it legally.
- c. The concerned member attends this meeting but does not participate in the voting process.

#### **Legal Quorum:**

The quorum is considered legal in the meetings of the Administrative Body if half of its members are present. Decisions are taken by the majority of those present.

#### **Authorities of the President:**

In this capacity, the President performs the following tasks:

1. Represents the club with others and with all national, international, political, administrative, judicial, and military authorities, and is responsible for the proper functioning of the club's work and its compliance with the applicable laws and regulations.
2. Invites the sessions of the Administrative Body and the Ordinary and Extraordinary General Assemblies and presides over them (except in cases where these regulations stipulate otherwise).
3. Signs with the Secretary the minutes of the meetings of the General Assembly and the Administrative Body and all official transactions belonging to the club.
4. Chairs the committee meetings and is an advisory member therein, with the exception of the Nominations Committee.
5. Opens the financial accounts in the name of the club and withdraws money from them provided that his/her signature and that of the club's treasure are obligatory for these two operations.

#### **Authorities of the Vice-President:**

The Vice President shall assume all the tasks and powers of the President in the event of his/her absence (out of illness or for a legitimate excuse) or with his/her authorization. In the aforementioned cases, s/he shall preside over all the meetings of both the General Assembly and the Administrative Body.

#### **Authorities of the Secretary:**

The Secretary is responsible for the following tasks:

1. Supervises the preservation and organisation of all legal records, from members' records to records of the General Assembly and Administrative Body meeting minutes which s/he signs along with the President or Vice-President.
2. Maintains and organises a general record with the names of members and their different roles.
3. Receives and confines incoming correspondence and communications.
4. Sends invitations and informs the club's decisions to the concerned parties.
5. Takes the position of treasurer in his absence.



6. Reports annually on the work done during the year at the annual general meeting.

**Authorities of the Treasurer:**

All funds of the club are pledged to the treasurer where he supervises:

1. Organising the club's accounts records.
2. Receiving subscriptions, gifts, donations, and sponsorships from different parties.
3. Paying all transfers and securities in accordance with the decisions of the Administrative Body.
4. Providing a statement of the club's accounts whenever the need arises.
5. Paying the value of purchases and expenses.
6. Preserving the club's resources.
7. Preparing a detailed report on the state of the club's financial status and presents it at the annual general meeting.

### 3. Amendments

These regulations may be amended by a decision of the Extraordinary General Assembly, according to the rules included in this procedure in force. The amendments are approved only by a majority of two-thirds of the votes of the members present or representatives. The quorum shall be secured in the presence of the absolute majority of the club members who have paid their contributions for the past two years.

### 4. Other Regulations

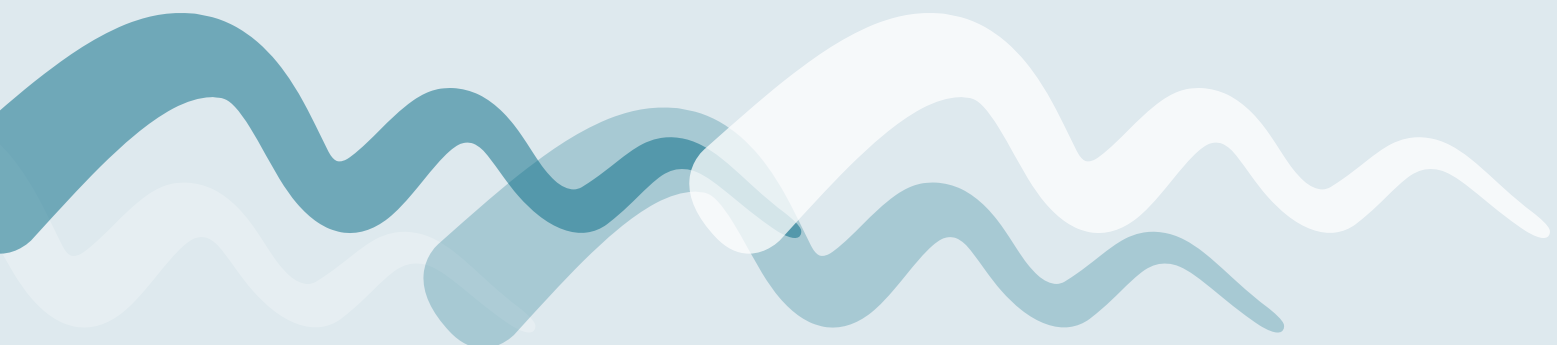
Any ten gathered members are entitled to submit a written accusation to the Administrative Body against any member who has acted in a way that is detrimental to the interests of the club or violated its principles. Once the complaint has been submitted to the Administrative Body, this complaint is communicated to the concerned party, giving him/her a period of twenty days before the date of the Supreme Disciplinary Body meeting to consider it. A member has the right to defend his/her actions, and in the event that the Administrative Body is convinced of the validity of the complaint and vote by majority on its authenticity, the body has the right to drop his/her membership or impose on him/her the procedure deemed appropriate.

### Club Dissolving

A proposal to dissolve the club can be made by the Administrative Body by a majority of two-thirds of the members who compose it legally or by the absolute majority of the members of the General Assembly.

The Extraordinary General Assembly is called according to the principles specified in the regulations, and the quorum is not complete in this meeting except in the presence or representation of two-thirds of the members of the General Assembly who are registered on the list of members and whose contributions are paid.

If the decision is taken to dissolve the club, the General Assembly shall nominate one person or several persons who are responsible for liquidating the club's properties and funds and net assets shall be transferred to the person decided by the Administrative Body at that time, otherwise, and in the event of inaction or impossibility, all assets are given to the Lebanese Red Cross.



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