

YOUNG *med* VOICES

صوت شباب المتوسط

DEBATER TRAINING MANUAL (REDUCED VERSION)

Co-organised by:



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Contents

Module 1: Introduction to the YMV Programme	1	Module 4: Argumentation	8
Learning Objectives	1	Learning Objectives	8
Introduction	1	Argument Structure	8
Prospects	1	Module 5: Rebuttal and Refutation	9
Module 2: Introduction to Debate	3	Learning Objectives	9
Learning Objectives	3	Rebuttal Vs Refutation	9
Introduction	3	Structure of Rebuttal or Refutation	9
Debate Types	3	Recognising Flaws and Logical Fallacies	9
Key Terms	4	Strategies and Techniques	11
Debate Formats	5	Module 6: The British Parliamentary Debate Format and Points of Information and Order	12
Module 3: Motions	6	Learning Objectives	12
Learning Objectives	6	BP Format Fact Sheet	12
The Motion	6	Speakers' Roles	14
Types of Motions	7	POI, POO, and Rules of a BP Debate	15
Motion Analysis	7		

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

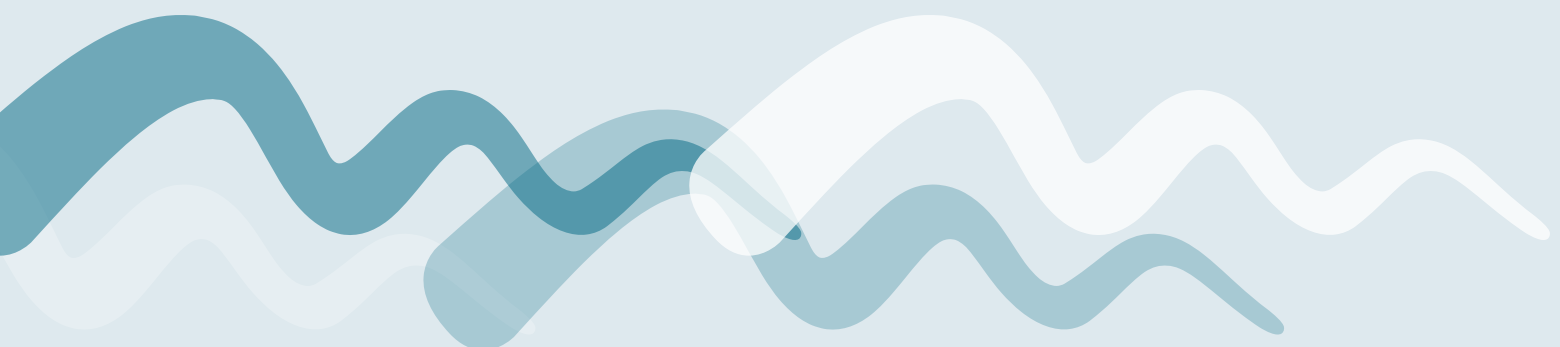
A debate is a formal discussion on a particular matter in a public event, a legislative assembly, or simply in a formal gathering of a group of people, in which there are two sides: each side is entitled to prove their point through developing multiple arguments and refuting those of the opponent side. 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"> • Check for references on vocab and contextual meanings. • Ensure a grammar check. • Avoid the use of dialect; use the standard language instead. • Pilot the motion to guarantee clarity in understanding it.
Equity	<ul style="list-style-type: none"> • Research to check the availability of arguments and support for and against the motion. • Analyse the motion in order to determine the equity of the case from both stances. • Ensure that the motion aligns with a current situation so that there is enough evidence on both sides. • Pilot the motion to guarantee equity in understanding it.
Ethics	<ul style="list-style-type: none"> • Ensure that the motion drafting committee includes people from different ethical backgrounds. • Adhere to the British Council's Equality, Diversity, and Inclusion policy. • Ensure that the words and topics used are culturally sensitive.
Appropriateness	<ul style="list-style-type: none"> • Determine the trainees' background (age, sex, education, etc.) through a pre-training questionnaire. • 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. • Base your motions on the interest of the trainees which could be determined through training discussions and assessment sheets.

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.

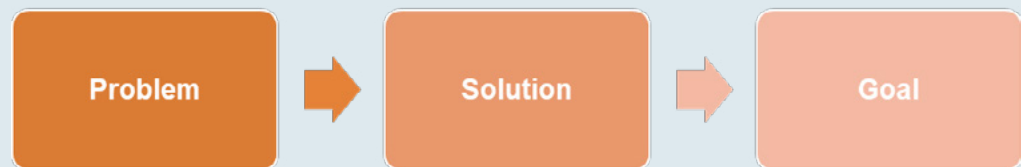
Type of Motion	What is involved?	Example
Fact	Motions where the teams make a judgement on the subject of the motion; whether something is or is not.	This House Believes That climate change is the biggest threat to humankind.
Judgement	Motions comparing two opposing views or philosophies.	This House Believes That the environment is more important than the economy.
Value	Motions which consider whether something is of inherent value or not.	This House Believes That veganism is the best way to live.
Policy	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.

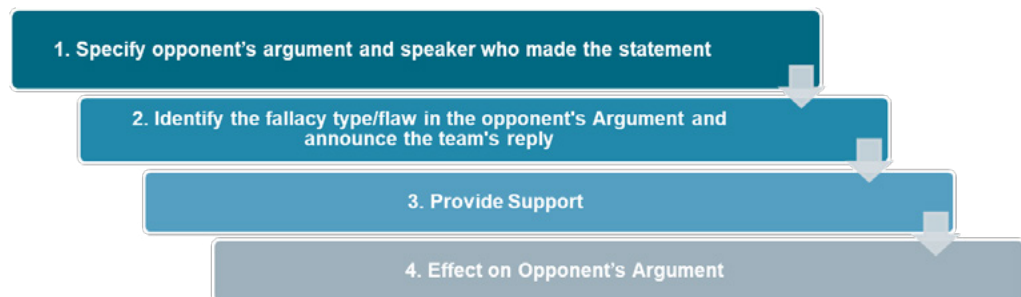
To rebut an opponent's point	To refute an opponent's point
raise a counterargument that suggests that the opponent's point is unsound, inapplicable, irrelevant, comparatively unimportant to an issue in the debate or the debate as a whole	present evidence to disprove that an assertion or premise made 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
Ad hominem	This Latin expression means 'against the man' . This relates to arguments which are based on the person making the argument as opposed to the argument itself. A person's views, background, personal characteristics, physical appearance or other features 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.
Straw Man	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.	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'.
False dichotomy	This is also called a false dilemma, either-or fallacy, black and white fallacy or the bifurcation fallacy. This fallacy oversimplifies a range of options by limiting them to two , 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.
Slippery slope	This fallacy begins with a reasonable or acceptable premise and works through a series of causal steps to arrive at an improbable extreme. 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.
Circular argument	This fallacy, also referred to as 'begging the question'. It refers to an argument in which the debater presumes and asserts the truth of a claim he/she is seeking to prove. 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
Fits motions	All types	Government defines how the motion will be dealt with
Number of speakers	8	All speakers must deliver their speeches, ask and receive POI
Number of sides	2: Government and Opposition	Government usually sits to the right of the audience
Number of teams	4: 2 Opening and 2 Closing	Teams on same side should not knife their mates; teams prepare separately
Order of speeches	1 from each side; in turns	Each pair of speakers have similar burdens (see below)
Duration of speeches	7 minutes	First and last minutes are protected from interruption
Speech elements	Framing, Constructive, Deconstructive	Content varies among speakers (see below)
Interruption allowed?	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
Interrogation /Audience	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. Prime Minister (PM)	<ul style="list-style-type: none"> Welcome and stance Define motion and problem Team strategy and arguments Summary and closure 	1-2 Arguments	N/A	Framing the case and approach
2. Leader of Opposition (LO)	<ul style="list-style-type: none"> Welcome and stance Alternative definitions Team strategy and arguments Summary and closure 	1-2 Arguments	<ul style="list-style-type: none"> Definition challenge Rebuttal to arguments 	
3. Deputy PM (DPM)	<ul style="list-style-type: none"> Welcome and stance Summary and closure 	1-2 Arguments	Rebuttal to arguments	Expansion of Leader case
4. Deputy LO (DLO)	<ul style="list-style-type: none"> Welcome and stance Summary and closure 	1-2 Arguments	Rebuttal to arguments	
5. Member of Government (GM)	<ul style="list-style-type: none"> Welcome and stance Summary and closure 	1-2 arguments in different direction	Rebuttal to arguments	Distinguishing from opening teams
6. Member of Opposition (OM)	<ul style="list-style-type: none"> Welcome and stance Summary and closure 	1-2 arguments in different direction	Rebuttal to arguments	
7. Government Whip (GW)	<ul style="list-style-type: none"> Welcome and stance Summary and closure 	<ul style="list-style-type: none"> Summary of arguments No new arguments 	<ul style="list-style-type: none"> Rebuttal to arguments Points of Clash 	Closure and summary
8. Opposition Whip (OW)	<ul style="list-style-type: none"> Welcome and stance Summary and closure 	<ul style="list-style-type: none"> Summary of arguments No new arguments 	<ul style="list-style-type: none"> Rebuttal to arguments Points of Clash 	



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?

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