

EVENT DESCRIPTION SHEET

(To be filled in and uploaded as deliverable in the Portal Grant Management System, at the due date foreseen in the system.)

 *Please provide one sheet per event (one event = one workpackage = one lump sum).)*

PROJECT	
Participant:	Project 101081267 - WEWORLD-GVC ORGANIZZAZIONE NON LUCRATIVA DI UTILITA' SOCIALE (WEWORLD)
PIC number:	930268122
Project name and acronym:	Project name: YOULEAD-Youth Leaders advocates for Greener Europe Project acronym: YOULEAD

EVENT DESCRIPTION	
Event number:	WP7
Event name:	European training for teachers on debate methodology
Type:	Training
In situ/online:	Online
Location:	Austria, Greece, Hungary, Italy, Slovenia
Date(s):	Austria: 30 th November 2022, 31 st January 2023, 23 rd February 2023 Greece: 5 th March 2023 Hungary: 3 rd April 2023 Italy: 16 th March 2023, 23 rd March 2023 Slovenia: 15 th April 2023 Europe: 21 st April 2023, 26 th April 2023, 5 th May 2023
Website(s) (if any):	https://www.weworld.it/en/what-we-do/european-projects/youlead
Participants	
Female:	83 (Only in EU Trainings)
Male:	24 (Only in EU Trainings)
Non-binary:	2 (Only to EU Trainings)
From country 1 [Austria]:	14
From country 2 [Greece]:	29
From country 3 [Hungary]:	16
From country 4 [Italy]:	27

From country 4 [Slovenia]:	23		
Total number of participants:	109	From total number of countries:	5
Description			
<i>Provide a short description of the event and its activities.</i>			
NATIONAL TRAINING FOR TEACHERS ONLINE			
<p>After the local meetings to launch the debate contest (WP2-WP5), in each country online and face-to-face preparatory meetings were held for teachers to introduce European teacher training. The national online meetings were useful for training interested teachers on the debate process and methodologies, also providing materials and content for the realization of the debates. During the national trainings, all the participants were also presented with the possibility to participate in the European training where all the participants from 5 countries included in the project would exchange teaching experiences on the methodology of debate and coaching experiences.</p> <p><u>Specifically, the following meetings were held:</u></p>			
AUSTRIA			
<p>Südwind organized 3 online meetings where they gave to teachers more details about the debate contest and did a training on climate justice and on the methodology of the debate.</p> <p>A presentation was used and the agenda was:</p> <ul style="list-style-type: none"> - Welcome - Presentation of the project, its partners, target group, objectives - Südwind's climate justice and youth work - Debate as a method: details pros and cons, how to work with topics in a debate, giving feedback, groups,... - Why is this relevant for their students and classes / work environment - How will the climate justice workshop and debate contest be structured - Finding dates for the debate contests in each class <p>The meetings were held on the days: 30th November 2022, 31st January 2023, 23rd February 2023.</p> <p>In total 11 teachers participated in the trainings (8 females and 3 males).</p> <p>The presentation used during the meeting is available in the folder: WP7_National training_Austria</p>			
GREECE			
<p>Teachers and educators who are participating and carrying out debates in schools have been invited to the national training on 5 March 2023. The training was organized by ActionAid Hellas (AAH) and was implemented online via the zoom platform. The teachers came from secondary schools mainly in Athens, Peloponnese and Crete, the areas where the local debate competitions will take place. The training lasted 2.5 hours.</p> <p>In order educators and teachers to integrate climate justice and democratic participation during their preparations for the debate contests, several educational materials were presented during the trainings and were also sent as a follow up after the training. Moreover, there were presented videos and recourses and a special presentation on climate justice was developed. Finally, were sent selected themes for practice within schools.</p> <p>After the training all the educational materials were sent as a follow up to the participants.</p> <p>In total 60 teachers participated in the training (54 Females and 6 Males).</p> <p>All documents are available in the folder: WP7_National training_Greece</p>			
HUNGARY			
<p>On April 3, HUNBAPTISTAID organized an hour-long online training via the Zoom platform. The training was aimed at all teachers participating in the debate competition in Hungary.</p>			

During the national training event the following topics were covered and discussed:

- Presentation of the rules and regulation of the debate contest
- Procedure for holding a debate competition
- Roles and tasks during the competition held in person
- Selection and composition of teams
- Sequence of the debate
- Judging and evaluation - what and how they evaluate
- preparation / teachers and students
- The thesis, reasoning strategy, speech composition
- Recommended literature

At the end of the training, time was set aside for further discussions and to clarify any doubts. Participants were informed of the 6-hour European training taking place in April and were encouraged to register.

A total of 52 teachers participated in the training (39 females and 13 males).

All documents are available in the folder: **WP7_National training_Hungary**

ITALY

WeWorld in collaboration with some national debate experts has organized 2 online meetings, lasting two hours each, aimed at debate teachers and coaches.

The course, held online, was carried out mainly through the use of slides and direct discussion with the participants; given the unevenness among participants in terms of their knowledge of Regulated Debate, it was decided to start from a basic level in the coverage of all topics; questions and observations from course participants provided an opportunity to enrich and deepen the topics.

The first meeting took place on March 16 and was structured in four subsections:

- The educational value of debate and debate as a means of activating democratic participation
- Format and regulations of Exponi le tue idee! (the debate contest promoted by WeWorld)
- The motion (The section on motion analysis included aspects of definition and procedure, to get to the point of making explicit the connection between the skills of motion analysis and development of an argumentative line on the one hand, and the skills needed for informed participation in civic life on the other).
- Argument and refutation

The second national training session for Italian teachers was held on March 23 and also in this case was structured in four subsections.

- Q&A: space open to questions from participants on the topics covered in the first meeting (specifically: movement analysis, argumentation and refutation).
- Preparing the debate: step-by-step procedure
- The role of the coach in the debate
- Oratory and public speaking

The materials presented during the training were shared with the participants, complete with a short list of resources to further explore the topics covered.

A total of 26 teachers participated in the training (22 females and 4 males).

All documents are available in the folder: **WP7_National training_Italy**

SLOVENIA

In preparation for the European Teacher Training on Debate Methodology, **SLOGA** organized a national training for interested secondary school teachers to present them once again with the opportunity of a national debate competition which will be organized mainly in secondary schools on the topic of change climate.

A physical event was organized on April 15, 2023 in Celje (Slovenia), where partner SLOGA (ZiP) already organized a national debate contest on different topics; it was more convenient to organize a physical event as part of another event where the teachers were already present.

The methodology and process was presented at the event, as well as a more detailed development of the topic under discussion. The meeting was attended by 14 teachers and 4 support persons (2 support persons joined online to present some aspects of global education as a basis for the development of critical education). Teachers were also stimulated to exchange some of their educational experiences on climate change and civic participation.

A total of 18 teachers participated in the training (10 females and 6 males).

All documents are available in the folder: **WP7_National training_Slovenia**

EUROPEAN TRAINING FOR TEACHERS ON DEBATE METHODOLOGY

The European training session consisted of 3 different sessions. The dates were chosen in agreement with all partners, unfortunately it was not easy to identify dates that could be suitable for teachers from all countries considering the spring break, Easter and other national holidays foreseen in the month of April.

Also in this case **WeWorld** has activated collaborations with international experts of the debates for the realization of the European meeting. The EU training were held on the zoom platform and had the objective to enable teachers to share experiences on youth engagement and climate change and share experiences about the national debate contest. The EU Trainings were also an occasion to start a knowledge sharing community for teachers from the 5 countries involved in the project.

The courses, conducted online in english, were carried out with the support of slides, which were transmitted to the participants at the end of the trainings; in addition, virtual whiteboards were created on the Miro.com platform to involve the largest number of participants and collect testimonies and experiences. The comments of those present were essential to address all the issues in as much depth as possible and consistent with the goals set by the project. In particular, the first meeting on 21 April (from 3:00 pm to 5:00 pm) focused on the first objective identified for the training series: sharing participants' experiences with respect to youth engagement, climate change, and the relationship between the two issues.

The webinar was structured into four sub-sections, the order of which was changed throughout the meeting to maintain consistency and continuity between discussions that had already begun:

1. "Debating in Europe": how debating activities (including competitive ones) can be a tool for spreading values and feelings of European belonging and citizenship, as well as incentives for young citizens to participate in civil society.

Starting from the reflection on the concepts of European citizenship and related education, testimonies were collected from teachers employed in the different states involved in the project regarding the teaching of civic and/or political education in their context of reference. The criticisms and problematic issues noted were compared with the characteristics and spillovers of the debate activities in terms of skills, knowledge and attitudes acquired by the participants. Finally, the latter were analyzed from the point of view of their role in forming conscious, critical and participatory citizens in national and European social and political life.

2. Discussion on youth involvement and participation in relation to environmental issues

The transition to the second key theme of the meeting hinged on the frequent overlap between civic education and environmental education in the participants' educational systems. Those present shared their observations with respect to the engagement of the younger generation regarding environmental and other issues.

3. "Debating climate change": why to do it

After the exchange of perceptions and experiences regarding the engagement of the new generations regarding environmental issues, the elements for which the debate methodology is particularly suited to practices of raising awareness and discussion on the issues at hand were reiterated, referring in particular to the acquisition of knowledge, skills and attitudes typical of the methodology.

4. "Debating climate change": how to do it

We continued on the previous topic following the pattern of "matter trainings": taking up where necessary the fundamentals for the motion analysis process, we looked at the key issues to be addressed in preparing a debate on environmental issues. With respect to national formations, taking for granted the basic knowledge of the component elements of the debate, the procedure of analysis and contextualization, problem identification and team-line construction were deepened; possible strategies were addressed with respect to different types of motions, including the issue of building plans in support of policy motions and balancing the values represented.

The second meeting took place on 26 April and focused on sharing experiences related to the debate contest with representatives of other countries.

The course was divided into three subsections:

1. Format used for the national stages of the debate contest and explanation of the format adopted by the rules of Exponi le tue idee!

The meeting opened with a discussion of the elements that make up the different debate formats and the educational effects of these on participants in the activities. Different protocols were illustrated and compared through the analysis of their primary and secondary elements, for each of which the impacts on the skills, knowledge and attitudes developed by the debaters were identified. In this context, the format adopted for the national phase of the Exponi le tue idee! contest, which was also used in the context of the present project by other countries whose representatives were able to ask for clarification, was also analyzed. Finally, discussion was opened on the protocols most widely adopted in the countries involved and the reasons for preferring one, the other, or the combination of elements from different formats.

2. Debate and sustainability

This phase sought to reason with those present about whether events and activities should be as sustainable as possible to improve the uptake of positive attitudes on the part of the young participants.

3. Debate and competitiveness

The meeting concluded with a discussion, both through direct interventions by participants and through thoughts shared on Miro.com, on the value of competitiveness that characterizes most debate activities currently offered to students. After observing the elements that should be present for the definition of healthy competitiveness, solutions were proposed to manipulate the levels of competitiveness without necessarily eliminating it, as it is a fundamental stimulus for the acquisition and improvement of the oft-mentioned skills, knowledge and attitudes.

The last of the three European teacher training meetings took place on 5 May and focused on the third objective identified for the training cycle: to create a community of teachers for sharing knowledge and capitalize on practices and methods used in all 5 countries involved. To this end, an attempt was made to encourage as much as possible participation and sharing not only of the experiences lived by the participants, but also of the objectives which their organizations set for themselves through the adoption of the debate methodology.

The webinar was structured in two subsections, which were merged during the discussion that characterized this meeting. The two thematic areas previously identified were the following:

1. From debate to concrete experience: how to bridge the gap between values and actions
2. Experiences from national competitions.

As regards the first topic, two young debaters and activists brought concrete and direct experience. Their presence stimulated the discussion on the risks of polarization that critics of the debate often put forward and on the consequent (from the same critical point of view) lack of interest of national politics towards the countries participating in the debate activities.

The course continued with a nod to the experience of the American Urban Debate Leagues and the observation in this context of the effects of debate activities on the participation of young people: in terms of ability, but also and above all in terms of availability and awareness of one's own role of citizens. Through the observations thus obtained and the brief illustration of the psychological theories relating to overcoming the value-action gap, the characteristics that a debate activity should have in order to be effective on this level have also been identified.

The second theme was dealt with entirely through a direct comparison with those present at the training, in which stories of the experience of the national competition were shared, through descriptions of the formats used and their strengths, as well as testimonies on the reasons why different States have introduced or reintroduced comparison practices in educational contexts,

especially in schools, but also on the drifts that these activities risk taking.

A total of 109 people (83 females, 24 males, 2 non-binary) from the 5 countries involved in the YouLead project took part in the European training.

All documents are available in the folder: **WP7_European Training**

HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	01.04.2022	Initial version (new MFF).