

Debate Exchange Team Leader Manual

Your guide to online debates in Erasmus+ Virtual Exchange

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1. Introduction

Welcome to the Erasmus+ Virtual Exchange Debate Exchange Facilitator Manual. This document is meant as a guide and support tool in order to facilitate your role as Debate Team Leaders. We are continuously improving this document and welcome your feedback. If you have any inputs you would like to provide please contact: debateexchange@erasmusvirtual.eu

1.1 About Erasmus+ Virtual Exchange

Erasmus+ Virtual Exchange is part of the Erasmus+ programme, providing an accessible, ground-breaking way for young people to engage in intercultural learning. Working with Youth Organisations and Universities, the programme is open to any young person aged 18-30 residing in Europe and the Southern Mediterranean.

Through a range of activities, Erasmus+ Virtual Exchange aims to expand the reach and scope of the Erasmus+ programme through Virtual Exchanges, which are technology-enabled people-to-people dialogues sustained over a period of time.

Erasmus+ Virtual Exchange offers a safe online community to participate in facilitated discussions, increasing intercultural awareness and building 21st Century skills through Virtual Exchange. The programme encourages and promotes intercultural dialogue, employability, and citizenship, strengthening the youth dimension of the EU neighbourhood policy.

This flagship programme is established under a contract with the Education, Audiovisual and Culture Executive Agency, financed by the European Union's budget, and it is implemented by a consortium composed of Search for Common Ground, Anna Lindh Foundation, UNIMED, Sharing Perspectives Foundation, Soliya, UNICollaboration, Kiron Open Higher Education, and Migration Matters.

For more information visit the European Youth Portal: <https://europa.eu/youth/erasmusvirtual>

1.2 What is Virtual Exchange?

Developed over the past 30 years from experience in the field of educational exchange and study abroad – and evolving rapidly with the explosive growth in new media technologies and platforms – Virtual Exchange has been integrated at all levels of education from kindergarten through university and is distinctive in its use of new media platforms to enable deep, interactive social learning.

By employing a wide variety of technologies and educational pedagogy, Virtual Exchange

makes it possible for every young person to have meaningful, transnational and intercultural experiences.

Virtual Exchanges function in a synergistic and complementary way with physical exchange programmes. They can prepare, deepen, and extend physical exchanges, and, by reaching new populations and larger numbers, fuel new demand for physical exchange.

1.3 About the Debate Exchange Activity

Debate Exchange is bringing young people from different backgrounds together to develop debate skills with the support of a network of trained Debate Team Leaders, fostering listening and understanding through debate and dialogue activities.

The central component of the programme is a model of debate whereby participants are first taught to listen, understand and absorb what others in the group are saying before responding to the messages being relayed, rather than reacting to the person, the situation or the assumed context of the arguments put forward.

1.4 The Process

Becoming a Debate Team Leader requires a commitment to take part in a **Team Leaders Training** event, and then to carry out and lead three sessions:

- **Local Debate Training Session** (4h)
- **Intercultural Online Debate** (3h)
- **Post-debate Dialogue session** (2h)

The two first sessions should have at least a few days between them. The local Debate Training Session is carried out offline or online if the Team members are based in different cities, and the Debate Event with another debate team is carried out online. The post-debate dialogue session will be carried out with the same other team within four weeks from the end of the intercultural online debate.

A crucial aspect of the Debate Team Leader is to make sure that the members of her/his team will register on the online debate platform and fill out the pre and post monitoring questionnaires, as well as ensuring that all participants at the events do the same.

The complete process for the Debate Team Leaders is as follows:

1. **Expression of interest** on the Erasmus+ Virtual Exchange Hub
2. **Register** as a Debate Team Leader (inc. commitment, consent and pre-monitoring)
3. Participate in **Team Leaders Training**

4. Sign the **Non Disclosure Agreement** and send it back
5. **Register your participants** with coordinators
6. Carry out a local **Debate Training Session**
7. **Ensuring the registration of the team members** on the Exchange Portal during the local Debate Training Session
8. Moderate one debate during your first **Online Debate Event**
9. Participating in the **Post-Debate Dialogue Session**
10. Fill out a **Debate Team Leader Evaluation**

The Online Debate is conducted by a Trainer, with the support of the two Team Leaders. After gaining more experience, you will have as a Team Leader the possibility to carry out **the entire Online Debate Event** with intercultural groups. Team Leaders, and after finishing their process and gaining their **Online Badge**, they can undertake a **Training of Trainers** Session and join the **Network of Online Debate Trainers**.

The Post-Debate Dialogue Session is conducted by a dialogue facilitator. Team Leaders with an Online Badge can participate in a **Dialogue Facilitation Training** and join the Erasmus+ Virtual Exchange **Facilitators Community**.

1.5 The Technology

Technology will be developed through the life of the activity and the platform we are using now is the Soliya Exchange Portal. For each activity, a stream will be created and breakout rooms will be available. In order to participate in the activities, participants will receive the necessary instructions on how to register on the platform and how to join online.

We strongly advise participants in any online sessions to register on the platform a few days prior to their session, and to use an individual laptop or desktop computer on a strong internet connection.

In order to ensure smooth flow and efficiency of events, participants should ensure the following:

- Register on the Soliya Exchange Portal during their local debate training session
- Have your laptop/PC ready (each one will follow session through his/her own computer)
- Stay in a quiet area with stable internet connection
- Prepare a pen and notebook to take notes
- Ensure you have headphones and microphone

2. Local Debate Training Session

Duration: 4 hours

Location: Youth group or university

Participants: 6 to 12 participants

You will be carrying out a local Debate Training Session prior to the Online Debate Event. The objectives of this session are to:

- Gather initial baseline monitoring data from participants
- Provide participants with the understanding and tools they need to be involved in an online debate
- Decide on a motion for the Online Debate Event

2.1 Agenda

The Agenda has been put together as a guide. You may find reasons to spend more time in one area than another but it is very important that you allow enough time to cover all the information sharing and exercises so that your participants have all the tools required for an effective debate. Like the debate process, have a timer and use it to guide you on when to move onto the next session.

The participant questionnaire and evaluation are absolutely required for all participants to fill, and they **MUST** be filled during the session. They work on mobile and so can be filled either on computers or via phone/tablet.

Time	Item	Notes
0:00	Welcoming and presentation of the participants	
0:10	Registration on the Soliya Exchange Portal	
0:20	Presentation of Erasmus+ Virtual Exchange	Section 1.1
0:25	Explanation of the used Technology	Section 1.5
0:30	Objectives of the Training	Section 2
0:35	Agenda of the Training	Section 2.1
0:40	The Motion and the used Format	Section 2.2 and 2.3

0:55	<p>Exercise: Writing a Motion</p> <ul style="list-style-type: none"> ● In 3 Minutes, each participant writes a motion. ● Three selected participants present their motions in one minute and explain how it contains all the elements of a good motion. ● Feedback by the Trainer. 	
1:10	Building Arguments	Section 2.5
1:30	<p>Exercise: Building an argument</p> <ul style="list-style-type: none"> ● Each participant writes in 3 Minutes 1 pro or against argument from the three presented motions in the previous exercise, and makes sure of using the SAIL Model. ● Three selected participants present their arguments, one minute each, with an emphasis on the SAIL Model. ● Feedback by the Trainer. 	
1:45	Break	
2:00	Listening and Rebuttal	Section 2.6
2:15	<p>Exercise: Effective rebuttal</p> <ul style="list-style-type: none"> ● Using one of the discussed motions, the first participant presents one pro argument ● The second participant rephrases the first participant's argument, rebuttals it, and presents a counter-argument. ● All the remaining participants continue consecutively the process of rephrasing the previous argument, rebutting it, and presenting a new counter-argument. 	
2:35	Style: Speech Structure and the Use of the Voice	Section 2.7
2:50	Preparation of the Simulation Debate	

3:10	Debate Simulation	
3:40	General Feedback and online evaluation	Visit Evaluation
4:00	End of the local Training	

2.2 Motion Definition

Motion definition and characteristics:

Definition: the motion presents the subject to discuss

- **Relevant:** whether it's truth, value or policy motions, it's important to have ones that debaters can relate to rather than abstract or complicated issues.
- **Balanced:** both parties of the debate should have a fair chance to defend their positions. In general, if we can think of different arguments for each side, then it's a balanced motion.
- **Deep:** motions that hold different aspects lead to richer debates (split can be made via social/economic/political aspects, individual/collective, local/international, etc.). This gives an opportunity to debaters to extend the debate in their 2nd and 3rd speeches.
- **Constructive:** Young people would rather debate issues they feel they can have an impact upon "here and now" than judge past events or speculate about future ones without a direct link to the present ones.

2.3 Format

- 2 teams of 2 Debaters each with 2 Observers
- 4-4-4-4-3-3-3-3 minutes (zigzag)
- Proposition team represented by P1 and P2
- Opposition team represented by O1 and O2

Speaker	Time (mins)	Role
P1	4	<ul style="list-style-type: none"> • Framing/definition of the motion • Presenting the case for proposition (split and first arguments of the team)
O1	4	<ul style="list-style-type: none"> • Possible challenge to P1's framing • Rebuttal to P1's arguments • Presenting the case for opposition
P2	4	<ul style="list-style-type: none"> • Rebuttal to O1's arguments • Reconstruction of proposition case • (optional) adding new arguments
O2	4	<ul style="list-style-type: none"> • Rebuttal to P2's arguments • Reconstruction of opposition case • (optional) adding new arguments
P1	3	<ul style="list-style-type: none"> • Rebuttal • Deepening the analysis on key points of contention
O1	3	<ul style="list-style-type: none"> • Rebuttal • Deepening the analysis on key points of contention
P2	3	<ul style="list-style-type: none"> • Summary of the debate from the perspective of proposition • Showing how the team's position achieves the criteria set at the beginning by comparison to their opponents
O2	3	<ul style="list-style-type: none"> • Summary of the debate from the perspective of opposition • Showing how the team's position achieves the criteria set at the beginning by comparison to their opponents

2.4 Framing

- **Context:** introduce the debate by showing if there is a direct event that triggered the debate, who it impacts and in which place and time.
- **Definitions of notions/technical terms** (need for agreement on those): we talk about definition of a motion rather than definitions of terms of the motion. Words should be understood in a simple way that makes the debate fair and balanced between two teams. Any generalisation of specification should be justified.
- **Criteria/metrics of the debate:** what are we trying to establish by defending our side of the motion? What benefits do we have when supporting our side?

Those are questions that motivate the argumentation of a team and help them especially organise their closing speeches.

Example

Example: Motion “The house believes that (THBT) social networks do more harm than good”

- **Definition:** social networks are platforms on the internet where people can interact via chat, audio or video. Examples are facebook, twitter, youtube etc..
- **Context:** There is a huge number of users of these networks nowadays that spend a significant amount of time connected to them, which makes them a phenomenon worth considering in terms of its consequences on our lives.
- **Criteria:** (non exhaustive)
 - Do these networks induce more effective social inclusion?
 - Are they helping with cultural exchange between people from different backgrounds?
 - Do they make help with the education of children and young people?

2.5 Building Arguments

In order to build your arguments we suggest using the S.A.I.L model which is described below:

- **Statement:** title of the argument should be one short sentence that expresses an impact of the team’s position in the debate or a principle it underlies.
- **Analysis:** starting from both the position of the team and the reality, the speaker uses causation to explain how they lead to what he or she expressed in the statement. This part is important and should be well explained.

- **Illustration:** the explanation part, although logical, is theoretical; hence the need for concrete support to its claims. Illustration can be an example, scientific study, expert opinion, statistics, historical facts, or story-telling (especially for abstract notions like freedom or privacy).
- **Link:** this part explains how the argument tool strengthens the position of the team and relates to the general purpose of convincing the audience they should be on their side.

Example

- **Statement:** “Social Networks lead to social isolation”
- **Analysis:** In an era where technology is everywhere, people tend nowadays to be more on their smartphones and laptops than interaction directly with other people. Social networks haven’t helped with that situation, as they provide a virtual platform for exchange that is an easier alternative to directly dealing with friends or family members, a platform that is also highly addictive as they provide a personalised context where one can choose what to watch, what to share and what to comment; being constantly in such a comfort zone makes it harder to react in an appropriate way in real-life difficult situations and it disrupts the process of building relationships through hardships and challenges.
- **Illustration:** Young people tend to be more and more addicted to memes, trending stories and funny videos; as a consequence of that, some may even not make eye contact with their friends when they meet in a cafe or at university as they are focused on the last updates on their favourite memes page or waiting for more “likes” on their “hilarious” posts. Even family meals, road trips or excursions can be ruined by these “social” networks as they reduce the human interaction time to a minimum.
- **Relevance:** From this, we can see that social networks are going against the social objective they claim to serve, and thus leading to more individualism and isolation.

2.6 Listening and Rebuttal

Listening - taking notes

Listening is paramount in detecting the points to be contested in an opponent’s speech: particular attention should be paid to the transition parts of causation, and to the pertinence of examples presented.

Rebuttal

1. **Summary of the argument:** rebuttal should start with paraphrasing the argument to be responded to.
2. **Mention a point of contention:** the speaker should specify the causation part or analogy they disagree upon (or mention any

misrepresentation, overgeneralization or contradiction) in the argument they are attacking, and show the problem in it in details.

3. **Relevance:** at the end of a rebuttal, the speaker should point out how that discredits the opponents' case and makes it less believable by the audience.

Example

1. **Summary of the argument:** You mentioned in your (first) argument that social networks lead to isolation of individuals and disrupts the building of relationships.
2. **Contention:** Your argument holds the premise that social interaction is defined by direct interaction with eye contact, talking and body language. We do not agree that that's how we should perceive it that in our modern times: chat and sharing of photos and videos is also a form of social interaction, one that entails reactions, emotions and expressions: the form of expression is irrelevant to the essence of the acts defined by those interactions. In such a sense, social networks conveniently allow for more frequent meetings and conversations between individuals. As for building relationships, social networks can be a practical and efficient first step for people to get in touch, especially shy ones; it's less intimidating to send a message to someone via facebook than to approach them directly. Profiles on social media can also help in having an idea about a person's style and background, thus reuniting people with common areas of interest whether it is arts, sports or activism for a cause.
3. **Relevance:** So, you based your argument on an obsolete definition of social interaction and failed to show us neither that social networks leads to less contact with others nor that they lead to less effective relationships; and that discredits your point from a social perspective.

2.7 Style

Organisation of your speech: plan, different parts detailed, summary

Three parts in each of the 8 speeches make them well structured and easier to remember by the audience:

- Plan: explain the different parts of the speech (two or three parts generally), then each part could probably be split into other subparts as well.
- Core of the speech: Each part should be signposted in a clear way, with small pauses when transitioning from one part to another.
- Summary of the speech: quick recap of the speech's content highlights the important parts of it.

Voice

- **Pace and pitch:** it's important to vary the rate and pitch at which one speaks in order to avoid monotony and to make the delivery coherent with the content. For instance, statements and analyses should be delivered at a slow rate, because of the focus needed for the first and the logical reasoning needed to follow the second. However, examples and numbers could be presented quickly, which conveys a sense of practicality and assurance.
- **Emphasis:** Leaning on a certain word in a sentence through stress or pause or inflection makes it perceived in a clear way. This is what is used to refer to key words in argumentation.

2.8 The Role of the Observer

The Debates are made up of two Debaters from each country, but for each Debate there is also one Observer from each country. The Observers will be able to move freely between the teams they are observing in order to listen to how the teams are preparing. Following the debate, the Observers will have the role of providing feedback on how the teams worked together, and to provide constructive criticism with regards to the debates.

2.9 Debate Tips

Strategy

In case of abundance of arguments and/r examples, it's important to give the priority to the most relevant and impactful ones due to time restriction.

It is also advisable to organise arguments in an order that allows for smooth and logical transitions. For example, if one is arguing for the benefits of social networks, they could start with their social benefit and then move to their role in educating young people while explaining how that educational purpose encompasses also the social interaction mentioned in the previous argument, and that accounts for the continuity of the case and its coherence.

Preparation

A good way to prepare for a debate is by starting to brainstorm the different aspects of it, what and who it impacts, examples that made controversies, etc. It is important to start from there, ask questions and try to answer them, rather than try to come up to a statement directly. This

bottom-up approach allows for an extensive analysis of the issue at hand and to have clear and well crafted statements that summarize and express the arguments in a clear fashion.

The first thing to agree upon is who goes first and who goes second. If the time for preparation is limited, more focus should be given to the first speech, as it builds the case of the team from the grounds up and there shall be room for interaction and anticipation for the other speeches based on the model and metrics established in the first one.

Sources

What's a reliable source? To be practical, most debaters rely exclusively on the internet, so let's focus on that. There are all sorts of rumours and fake news and data out there, so debaters should restrain from selecting a link or source that conveys a convenient story or piece of news for the mere fact it serves their case. Reliable sources include –but are not restricted to- official websites of local and international institutions (ministries, NGOs, schools, universities, etc.), international news networks (preferably cross-referencing those for more than just one source). One should be wary of ideologically motivated outlets that could misrepresent some sensitive issues.

Characters' Analysis

If we want to establish a position about a practical matter, we should look out for who it impacts: this could be a very efficient way of building a comprehensive and deep argumentation about a subject. Stakeholders can be brainstormed, selected and prioritized in terms of their degree of impact on the issue or conversely the impact it has on them.

3. Intercultural Online Debate

Duration: 3 hours

Location: Online

Participants: 2 Team Leaders and 6 participants from each country

The Debate Event will be held online in two different rooms for the two different motions. Before the event, Soliya Exchange Portal rooms will be made available in order for the event to take place. As Debate Team Leaders, you will have the role of supporting the teams and managing the time for the day.

The aims of the debate event are to:

- Provide a space for dialogue that will give participants the opportunity to get to know each other and develop empathy.
- Enable participants to take part in preparing and delivering a debate in intercultural teams on two different motions.

3.1 Agenda

Time	Item	Notes
0:00	Welcoming and getting to know each other	Section 3.3
0:15	Debate essentials refresh	Section 3.4
0:25	Teams and timescales	Section 3.5
0:30	Creation of the Breakout rooms	
0:30	Debate preparation	
1:00	Debate 1	Section 3.6
1:30	Debate 2	
2:00	Break	
2:15	Inputs of the observers	
2:30	Post-Debate exchange	Section 3.9
3:00	End of the Online Debate	

3.2 Preparation

As Debate Team Leader, you will receive a document that contains all the information you need to manage your debate, including the teams and the links to the online spaces. The document will look like this:

Facilitator Online Debate Management

Date of the Debate:

Debate Club Data

North Debate Club Name:		South Debate Club Name:	
Country:		Country:	
City / Region:		City / Region:	
Venue:		Venue:	
Facilitator:		Facilitator:	

Debate Data

DEBATE 1			
Motion:		Debate URL:	
P1 Name:		P2 Name:	
O1 Name:		O2 Name:	

Please do not share this document.

If people are not able to join the sessions, the observer roles could be reduced, and in worst cases, the Team Leaders could take the place of the observers. If there are less than 4 participants per debate it will be very difficult to continue and may need to be postponed.

3.3 Getting to Know Each Other

The following exercises can be carried out at the start of a session to help people to get to know each other. **It is only necessary to do one of these** but we have provided a few ideas. You can encourage conversation but ensure that every participant has a chance to introduce themselves.

Check in and Check out: These two activities to start end the day by inviting all participants to share their (Feelings- Outcomes- Thoughts- Ideas- Fun moments) or any takeaways that they have got out of the day. Example for check in Question would be , what is your feeling about today? (Excited, confused, curious, etc..) ; Example for check out question : in one sentence , what are you taking home out of the day? (Friends, Ideas, corrected stereotype etc..)

Two Truth and a Lie: An ice breaking activity where each participant share 3 facts about themselves one of them is a lie, and the group has to guess the lie, each participant in his turn writes down on the chat box the 3 facts and say them, then the rest of participants writes which one they think is the lie. Facilitators go in a round of results at the end.

Impressions game: Each participant introduces where they come from and the rest write down the common impression or what that country represent on their own culture. Team Leaders can reflect on the comments with a strong meaning or the funniest. Ex: (Italy : Pizza , Venice or strong hand gestures) (Morocco: Hashish, Tajin ,desert) (Egypt : Pyramids, Revolution, harassment, Belly dancers) etc..

Where in the world are you? Do an opening round in which each person introduces themselves by giving their name, and then moving their webcam around the room so that everyone can see where they are. You can also ask them if there is anything in the room that represents them, and ask them to show that.

You can also ask them to:

- Describe where they are or what is outside their window; (optional)
- Mention something extraordinary about themselves, their Talents, adventures, etc..
- Team Leaders should type the questions in the chat box so that every participant could know what the group is talking about.
- Since most of the participants won't be native English speakers, there might be language insecurity that blocks some participants from speaking in the group. For example:
 - Ask everyone to share a story of a time that they were in a place/ situation where they did not understand the language, and what happened or how they felt. Often people will tell funny stories and it can be a good bonding experience.
 - Ask everyone to talk about how they feel when they speak in different languages. If you have a personal story you can share it to set the tone. Often this will give the non-native English speakers a chance to talk about how they feel speaking in English.

3.4 Debate Essentials Refresh

It's important to spend a short time to refresh on the debate training so that participants are reminded of the techniques they will use. In particular please make sure you very briefly cover:

- The Motion and the used Format
- Building Arguments (S.A.I.L.)
- Listening and Rebuttal
- Style: Speech Structure and the Use of the Voice

3.5 Teams and Timescales

Details of the teams will be sent to you prior to the debate event. You will need to communicate this with your participants and explain to them the timescales as found in the Agenda.

Particularly important is that the participants understand how long the preparation time is and when their debates are taking place. Once they are clear, the debaters will have access to their breakout rooms and be able to start preparation.

3.6 The Debates

Depending on the size of the groups, there will be one (6 participants from each country) or two (12 participants from each country) debate motions being debated and each motion will have two debates taking place.

The introduction and actual debates should take place in the Debate URL. Each team, and the observers will have their own URL for the preparation part of the agenda, and then they will rejoin the debate URL for the main debate.

3.7 Post-Debate Exchange

- Team Leaders ask participants on their observation of the Debate process, how did they feel?
- Team Leaders ask the debaters on their personal point of view regarding the debate motion, not their debate assigned side that they argued.
- Team Leaders get the group moving towards the discussion of communicating and arguing different opinions, here are some suggested questions :
- How does your community/ family deal with disagreement?
- As a debater, how do you relate debating in a structured debate to debating in social your contexts? What are the similarities of differences?

4. Post-Debate Dialogue Session:

Following the Debate Exchange, Team Leaders and Participants are invited after a week to join the Post-Debate Dialogue Session to exchange during two hours on their online debate experience, and to reflect in groups on the following questions with the help of a Dialogue Facilitator:

- What was your initial view on the motion's topic prior to the online debate? Did your opinion change? If yes why? If no also why?
- What has primarily shaped your understanding and opinion on the motion's topic prior to the debate?
- Following the online debate, did you have further discussions on the topic? If yes, describe,
- Did you feel that you have to take an action related to the motion's topic following your debate? If yes, describe,
- Is the motion's topic an issue in your country? How are communities in your country dealing with the issue?
- How does your social circle (Family & friends) deal with disagreement generally?

Debate Team Leaders Code of Conduct

As Debate Team Leaders and virtual exchange practitioners, this code of conduct represents our commitment to the professional standards and ethics that guide our involvement in the implementation of virtual exchange programs. In recognition of the importance of our commitment to respectful exchange, and in accepting a personal obligation to our profession, its members and the communities we serve, we do hereby commit ourselves to the highest ethical and professional conduct and agree to:

Role of the Debate Team Leader

- Uphold Debate Team Leaders roles and responsibilities to the best of my ability, namely:
 - Enhance the quality of communication
 - Ensure equal participation amongst students
 - Mitigate and manage challenging or disruptive dynamics
 - Facilitate mutual learning between participants
 - Promote critical thinking and critical awareness in and between participants
 - Reflect the content and process of the discussion as participants perceive it.
 - Empower participants to activate their experiences maintain their new networks
- Maintain Debate Team Leader's neutrality. Neutrality is essential in the exercise of the function of Debate Team Leader. We withhold our own personal opinions or knowledge about contentious political or cultural issues, refrain sharing personal information and experiences, and do not favor any particular opinions during the exchanges.
- Display multipartiality as a practical extension of a Debate Team Leader neutrality. We offer all participants equal opportunities for voice and participation, and we facilitate the introduction of alternative views when they are not voiced or not present among the participants.
- Treat fairly all participants and to not engage in any acts or suggestions of discrimination based on race, religion, gender, ability, age, national origin, sexual orientation, gender identity, or gender expression.
- Use processes, methods and tools skillfully and responsibly and in alignment with the needs of the group.
- Refrain from using our position of perceived power and trust to secure privilege, gain, or undue benefit.
- Maintain confidentiality of agreed upon material and bonds of trust with our groups and individual participants. Except in situations of imminent danger or threats, we respect the privacy and intimacy of dialogues and don't divulge the content therein or identifying information about the participants.

Quality of the Process

- Respect the goals and autonomy of the groups we lead. We seek the group's ownership in the process and their commitment to participate. We do not impose anything that risks the welfare and dignity of the participants or the freedom of choice of the group.
- Create safe albeit challenging spaces. We make great efforts to create environments of respect and safety where all participants feel that they can contribute freely, and we encourage critical thinking about topics, perspectives, and sources of information.
- Safeguard the process wherein participants are the main recipients and the main drivers of knowledge. Where participants are the experts in their own experiences, we promote collective-learning through the sharing of personal experiences. In the ever present question of fact versus opinion, we encourage the primacy of experience, but when relevant also encourage the critical examination of sources of information as a part of one's personal experiences.
- Rely on the ethics and philosophy of dialogue programs, in which we foster a safe atmosphere, cooperation, respectful exchange, genuine inquiry, open questions, and voiced differences.
- Recognize and guide the management of conflict. We see the positive potential of conflict and facilitate our groups through its constructive engagement when it arises.
- Adhere to basic ground rules of dialogue: Authenticity and respect; no verbal violence or abuse; and assumed confidentiality unless mutually agreed otherwise in addition to other specific elicited ground rules from our groups.

Reflective Practice and the Advancement of Virtual Exchange

- Engage in reflective practice. We self-evaluate our performance and continuously strive to improve our facilitation skills and knowledge.
- Maintain and improve technical competence and to undertake professional tasks for others only if qualified by training or experience
- Seek, accept, and offer honest criticism of work or contributions, acknowledge and correct errors, and credit properly the contributions of others.
- Assist colleagues in their professional development
- Value collaboration with each other and be ready to exchange knowledge, experiences, and resources. Providing each other with feedback and guidance on best practices and how to enhance the quality of our work is a part of the mission of every VE practitioner.

Program Implementation

- Honor programmatic commitments. We recognize that our participants, co-facilitators, and program implementers depend on our role as a Debate Team Leaders, and we take that role seriously.
- Retain the right to withdraw from the mission should our safety be at risk or should we

feel unable to fulfill our role and respect for the professional standards aforementioned.

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