

New Global Learning



Theory Book

Training modules for youth workers and trainers

New Global Learning



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Global Citizenship Education: A Pedagogical Introduction for Trainers

In our increasingly interconnected world, it is crucial that we prioritize the education of today's young people as global citizens. Teaching them to be global citizens equips them with the knowledge, skills, and attitudes necessary to navigate and positively contribute to our complex global society.

Firstly, globalization has interconnected nations and peoples like never before. Young people are growing up in an era where borders are becoming more porous, technology connects us instantly, and global challenges such as climate change, poverty, and conflicts require collective action. By teaching them to be global citizens, we empower them to understand and engage with these issues, fostering a sense of responsibility and agency to create positive change.

Secondly, global citizenship education helps young people develop a sense of belonging to a wider global community. It encourages them to recognize the shared values and interconnectedness of all humanity. By fostering this sense of belonging, we can counteract divisive narratives and cultivate a culture of tolerance, inclusivity, and respect for human rights.

Lastly, teaching young people to be global citizens contributes to the creation of a more just, peaceful, and sustainable world. By nurturing their understanding of social justice, environmental stewardship, and human rights, we empower them to challenge inequalities, promote sustainable practices, and become advocates for positive social change.

This module introduces three concepts. Firstly, global citizenship education: its meaning, aims, and goals. This part of the module can be considered the content for what we want our students to learn with the materials of this project. Secondly, critical pedagogy: the attitude we want to hold as a trainer to make learning effective with our group. And finally, debate education: the tool we use to help our students learn.

Key Concepts

Concept	Definition
Argumentation	The process of constructing and presenting arguments in a logical and persuasive manner to convey a point of view or support a claim.
Critical Pedagogy	An educational approach that aims to empower learners by fostering critical thinking, questioning social inequalities, and promoting transformative action for social justice.
Critical Thinking	The ability to analyze, evaluate, and interpret information objectively and logically, considering multiple perspectives and evidence to form well-reasoned judgments and decisions.

Debate Education	The practice of engaging students in structured debates to develop skills in researching, constructing arguments, public speaking, and critical analysis of different viewpoints.
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Concept	Definition
Global North	Refers to economically developed countries primarily located in the northern hemisphere, typically characterized by higher standards of living, industrialization, and technological advancements.
Global South	Refers to economically developing countries primarily located in the southern hemisphere, often facing socio-economic challenges and a lower level of industrialization and infrastructure.
Global citizenship education	An educational framework aimed at developing individuals' knowledge, skills, attitudes, and values to understand and actively engage with global issues, promoting a sense of global responsibility.
Globalisation	The increasing interconnectedness and interdependence of countries, economies, cultures, and people globally, facilitated by advancements in technology, communication, and global trade.
Theme-Centred Interaction	A group interaction method developed by Ruth Cohn that emphasizes exploring themes, integrating cognitive, emotional, and social aspects, and fostering personal and group growth and learning.
UNESCO	The United Nations Educational, Scientific and Cultural Organization, an agency of the United Nations that promotes international collaboration in education, science, culture, and communication.

Global Citizenship Education

Global citizenship education is an educational approach that aims to foster the knowledge, skills, attitudes, and values necessary for individuals to become active, responsible global citizens.

Global citizenship education encompasses three key dimensions: cognitive, socio-emotional, and behavioural. It seeks to empower learners to contribute to a more just, peaceful, and sustainable world by promoting critical thinking, empathy, and a sense of shared responsibility.

Cognitive Dimension: This involves acquiring knowledge and understanding of global issues, systems, and interconnections. It includes developing critical thinking skills, analysing multiple perspectives, and recognizing the complexity of global challenges.

Socio-emotional Dimension: This focuses on fostering empathy, respect, and intercultural understanding. It involves developing a sense of identity and belonging to both local and global communities, valuing diversity, and promoting social justice.

Behavioural Dimension: This focuses on enabling individuals to take action and engage in responsible, active citizenship. It includes developing skills for effective communication, collaboration, and peaceful conflict resolution. It also emphasizes the importance of sustainable and ethical behaviours.

As the UNESCO Guidance puts it, global citizenship education aims to enable learners to:

- Develop an understanding of global governance structures, rights and responsibilities, global issues, and connections between global, national, and local systems and processes.
- Recognize and appreciate difference and multiple identities, such as culture, language, religion, gender, and our common humanity, and develop skills for living in an increasingly diverse world.
- Develop and apply critical skills for civic literacy, including critical inquiry, information technology, media literacy, critical thinking, decision-making, problem-solving, negotiation, peace-building, and personal and social responsibility.
- Recognize and examine beliefs and values and how they influence political and social decision-making, perceptions about social justice, and civic engagement.
- Develop attitudes of care and empathy for others and the environment and respect for diversity.
- Develop values of fairness and social justice and skills to critically analyze inequalities based on gender, socio-economic status, culture, religion, age, and other issues.
- Participate in and contribute to contemporary global issues at local, national, and global levels as informed, engaged, responsible, and responsive global citizens.

Defining globalisation

In order to understand what the focus of global citizenship education is, we need to offer a brief overview of globalisation. Globalisation refers to the increasing interconnectedness and interdependence of countries, economies, cultures, and people across the globe. It involves the exchange of goods, services, information, ideas, and technologies on a global scale. Globalisation

encompasses various dimensions, including economic, political, social, cultural, and technological aspects.

Economically, globalization refers to the integration of national economies into a global economic system. It involves the liberalization of trade and investment, the removal of barriers to the movement of goods, services, and capital, and the establishment of multinational corporations operating across borders. The growth of global trade, international financial flows, and the emergence of global supply chains are central aspects of economic globalization.

Politically, globalization has reshaped the dynamics of international relations. It has led to the formation of international organizations and institutions, such as the United Nations, World Trade Organization, and International Monetary Fund, which aim to promote global cooperation and address global challenges. Globalisation has also fueled debates on issues of sovereignty, national identity, and the balance of power among nations.

Socially, globalization has facilitated the exchange of ideas, values, and cultural practices among different societies. It has brought about the spread of popular culture, the diffusion of knowledge and information through mass media and the internet, and the emergence of global social movements. However, it has also raised concerns about cultural homogenization, the erosion of local traditions, and the dominance of Western cultural norms.

Culturally, globalization has fostered both cultural diversity and hybridization. It has led to the blending and mixing of different cultural traditions, languages, and lifestyles. Globalization has facilitated cultural exchange and dialogue, allowing individuals to engage with diverse perspectives and experiences. At the same time, it has given rise to debates about cultural imperialism and the preservation of cultural heritage. A related concept is that of "Americanisation" or "Westernisation".

Technologically, globalization has been facilitated by advancements in transportation, communication, and information technologies. Innovations in transportation have made the movement of goods and people more efficient, while advancements in communication technologies have transformed the way information is accessed and shared globally. The internet, in particular, has revolutionized global connectivity and facilitated cross-border communication and collaboration.

The historical development of globalization can be traced back to ancient times when trade networks and cultural exchange routes connected distant civilizations. However, the contemporary phase of globalization gained momentum in the late 20th century. Technological advancements, such as the internet and improvements in transportation, played a significant role in accelerating globalization during this period.

Globalisation takes place in the context of an unevenly divided world, where economic, political, and cultural power has been largely dominated by the interests of the Global North. In recent decades, access to this power has opened up to a more diverse elite, with the increase in economic and cultural power of countries such as China, South Korea, Brazil, and India. This opening has come with large complexities in how these countries challenge Western power, and has complex effects on the rest of the Global South.

We use the terms "Global North" and "Global South" instead of "developed" and "developing" or "Western" and "non-Western". We think this is preferable because it acknowledges the complexities and power dynamics associated with global inequalities. The terms "developed" and "developing" imply a linear progression, suggesting that certain countries or regions are inherently more advanced or superior. However, this oversimplifies the diverse realities and challenges faced by different nations.

On the other hand, the terms "Global North" and "Global South" do highlight the structural imbalances between economically advanced and less developed regions. They recognize historical and ongoing processes of colonization, exploitation, and power disparities that shape global relationships.

Aims of global citizenship education

We follow the UNESCO learning objectives for teenagers and young adults in setting the goals for what we hope to teach in this project. Here you can find these objectives in a table format, taken from the UNESCO guidebook on Global Education.

TOPICS	LEARNING OBJECTIVES
1. Local, national and global systems and structures	Critically analyse global governance systems, structures, and processes and assess implications for global citizenship
2. Issues affecting interaction and connectedness of communities at local, national and global levels	Critically examine local, national, and global issues, responsibilities, and consequences of decision-making, examine and propose appropriate responses
3. Underlying assumptions and power dynamics	Critically assess the ways in which power dynamics affect voice, influence, access to resources, decision-making, and governance
4. Different levels of identity	Critically examine ways in which different levels of identity interact and live peacefully with different social groups
5. Different communities that people belong to and how these are connected	Critically assess connectedness between different groups, communities, and countries
6. Difference and respect for diversity	Develop and apply values, attitudes, and skills to manage and engage with diverse groups and perspectives
7. Actions that can be taken individually and collectively	Develop and apply skills for effective civic engagement
8. Ethically responsible behaviour	Critically assess issues of social justice and ethical responsibility and take action to challenge discrimination and inequality
9. Getting engaged and taking action	Propose action for and become agents of positive change

Critical Pedagogy

In this chapter we explore the approaches of two educational reformers. The first is Paulo Freire, a Brazilian educator who is the foundational theorist for critical pedagogy. The second one is Ruth Cohn, a German-Jewish psychoanalyst, who developed a method for working with groups called theme-centred interaction. The section on Freire can be considered as an invitation to reflect on the values you should hold as a teacher. The section on Cohen introduces methods that you can use to effectively work with groups.

Paulo Freire and the Pedagogy of the Oppressed

Paulo Freire, a Brazilian educator and philosopher, is best known for his influential work in the realm of critical pedagogy. His experiences in education in Brazil played a significant role in the development of his theories.

Freire was born in 1921 into a middle-class family in Recife, Brazil. However, the Great Depression significantly impacted his family, leading them into poverty. This personal experience of poverty deeply influenced Freire's understanding of education and society.

Freire started his career in education as a Portuguese teacher. However, his interest soon turned towards the issue of illiteracy among the poor in Brazil. In the 1960s, he took charge of an adult literacy program for the National Service for Industry, an initiative aimed at reducing illiteracy levels among workers.

During this time, Freire became acutely aware of the link between illiteracy and social and political marginalization. He realized that traditional methods of education, where the teacher deposits knowledge into passive students, were failing to address the socio-economic realities of the learners. This "banking" concept of education, as he called it, did not encourage critical thinking or active participation from students. Worse, he believed that it replicated existing stereotypes amongst students.

Freire developed a new approach to education, later known as "critical pedagogy," which aimed to empower learners to question and challenge the dominant societal narratives and structures that perpetuated their conditions. He saw education as a tool for political and social change, where students could become active participants in their own learning, leading to the transformation of their individual lives and society at large.

His method involved problem-posing education, where teachers and students learn together through dialogue about real-world issues. This approach was first outlined in his seminal work, "Pedagogy of the Oppressed," written during his exile after a military coup in Brazil in 1964. Despite the political challenges he faced, his experiences and observations in Brazilian education were fundamental to the development of his transformative educational philosophy.

Epistemological curiosity

Central to critical pedagogy is 'epistemological curiosity' (the willingness to learn). This curiosity involves a deep understanding of a topic, going beyond surface-level facts to question the origins, significance, and implications of the knowledge at hand. This foundational concept, while

straightforward, becomes quite complex when applied to the politics of knowledge and education in both media and formal school settings.

Epistemological curiosity goes beyond mere understanding of a subject. It urges us to question why a certain topic is considered important enough to be featured in the media or included in an official school curriculum. It encourages us to ponder whose interests this information benefits, how it was produced, and its purpose. This curiosity reshapes our relationship with knowledge and how we perceive it within the realms of media and education.

When studying subjects like poverty, for instance, we don't just focus on statistical data and government reports. Rather, we seek to understand the reasons behind its existence, what it's like to live in poverty daily, and how we can mitigate it globally. An example of this type of curiosity in action in the field of economics is the work of Nobel-prize winning economists Esther Duflo and Abherit Mukerjee. They disputed commonly-held views that impoverished people make irrational choices, and that that is a reason why they are poor. They explored why people in impoverished conditions make the choices that they do, exposed the rationality behind their choices, and used that to champion new programs to combat poverty. This difference in approach significantly distinguishes a traditional understanding of a subject from a critical one.

This perspective enables us to realize that there's more to the production and validation of knowledge than we initially think. We don't solely rely on elite knowledge creators published in top-tier academic journals. We search for knowledge everywhere, including places often dismissed as low-status within the dominant power matrix. Surprisingly, it's often in these overlooked spaces that we uncover transformative insights that can change our lives and those of many others.

Debate education aligns closely with Paulo Freire's concept of epistemological curiosity. In debate education, students are encouraged to critically analyze and scrutinize a variety of topics, similar to exercising epistemological curiosity. They're trained to not only understand a topic but also to comprehend its underlying dynamics, the context in which it exists, its causes and effects, and its implications. Debaters do so by critically analysing the viewpoints of the other side, and being rewarded for questioning assumptions and beliefs.

The skill of critical thinking, essential in both debate education and Freire's pedagogical philosophy, fosters an active, rather than passive, relationship with knowledge. This corresponds to Freire's belief that education should be a dialogue, not a monologue. Debaters are active learners, questioning, challenging, and engaging with information rather than simply receiving it passively.

Core attitudes for teachers using critical pedagogy

Here are a few core attitudes that you as a teacher can hold to embody Freire's educational philosophy. As a reflection, we invite you to think about three of these attitudes, and think of moments where you felt you successfully embodied or (knowingly or unknowingly) failed to hold that attitude.

1. **Dialogical Approach:** Teachers should encourage dialogue, not just monologue. They should learn from their students just as students learn from them.
2. **Problem-Posing Education:** Rather than treating students as passive recipients of knowledge, teachers should engage students in problem-posing education, using real-world issues as the basis for learning and understanding.

3. **Critical Consciousness:** Teachers should aim to develop critical consciousness (or "conscientização" as Freire called it) in their students, enabling them to understand and challenge the socio-cultural and political contexts that influence their lives.
4. **Empowerment:** Teachers should see their role not just as educators but also as facilitators of empowerment. Education should be a tool for students to assert control over their own lives and their social conditions.
5. **Social Justice Orientation:** A key goal of critical pedagogy is the promotion of social justice. Teachers should aim to make their students aware of social inequalities and injustice and inspire them to work towards their rectification.
6. **Respect for Diversity:** Teachers should respect and value the diverse backgrounds and experiences of their students, incorporating these into the learning process, legitimising their perspectives, and understanding that the teacher is often less knowledgeable about these experiences than their students.
7. **Democratization of the Classroom:** Teachers should strive for a democratic classroom, where power is shared, and every student has an equal opportunity to participate and express their opinions.
8. **Transformative Action:** The ultimate goal of learning is transformative action. Teachers should inspire students to apply what they learn to effect positive change in their lives and communities.
9. **Reflection:** Teachers should encourage and practice reflective thinking, both for themselves and their students. This includes reflecting on their teaching practices, biases, and how these impact their students' learning.
10. **Challenge Dominant Narratives:** Teachers should encourage students to question and challenge the dominant narratives, ideologies, and structures in society.
11. **Understanding Context:** Teachers should understand and teach in a manner that considers the social, cultural, and political context of their students. This involves recognizing the impact of these factors on their students' learning and lives.
12. **Community Engagement:** Teachers should connect the classroom to the larger community, creating opportunities for students to engage with real-world issues in their communities.

Ruth Cohn and Theme-Centred Interaction

Ruth Cohn was a psychologist, educator, and group therapist who developed Theme-Centred Interaction (TCI). Born in Berlin, Germany, she grew up in a family of educators and became interested in psychology and philosophy from a young age.

Cohn's experiences growing up during the rise of Nazism and her subsequent emigration to Switzerland to avoid persecution greatly influenced her outlook and approach to group work. She witnessed the power of group dynamics, both positive and negative, and the importance of fostering understanding and cooperation among individuals.

In the 1950s, Cohn began developing her approach to group work, which later became known as Theme-Centered Interaction. She integrated her knowledge of psychology, philosophy, and education to create a comprehensive framework that emphasized the integration of the individual, the group, and the task or theme. Her interest was sparked by her desire to expand the scope of therapeutical approaches to include more people than involved in just the patient-therapist dynamic.

Cohn believed that effective group work required a balance between personal growth and collective development. She emphasized the importance of recognizing and valuing each individual's unique perspectives and contributions within the group context. Her approach aimed to create an atmosphere of mutual respect, authenticity, and open dialogue, where participants could explore and understand a chosen theme in-depth.

Theme-Centred Interaction (TCI)

The essential elements of TCI are based on a 4-factor model and dynamic balance.

Every group is defined by four factors: I (the individual), WE (the group interaction), IT (the task), and the GLOBE (context). Finding an equilibrium among these factors forms the foundation of TCI group work.

The TCI group leader focuses on maintaining a dynamic balance among the four factors. This balance includes intellectual and emotional participation, exertion and relaxation, speaking, silence, and activity. The term "dynamic" suggests that balance is not fixed but a part of the ongoing process.

The theme (IT) defines the common task and goal of the group work. Each work period's theme is connected to the general course theme. It should address participants holistically, considering their developmental stage and guiding them towards the next step. The theme should be general enough for all participants to engage with, while providing orientation.

The participating leader considers themselves part of the system, acting as both a participant and a leader. As a participant, they model the postulates (see below) and authentically contribute their thoughts and feelings. As a leader, they perceive, formulate, and present themes that support the group process. They suggest structures and ensure their maintenance, while observing the balance among the I, We, Theme, and Globe factors.

The values and view of mankind in TCI are based on three axioms:

(1) The individual is a psycho-biological unity, autonomous yet interdependent with the universe. In other terms, we are not only our brains, we are embodied: we exist in the space around us and it affects us, we are not just present in our head.

(2) All living entities, their growth, and decline deserve respect. Respect for growth forms the basis of evaluating decisions, while inhumanity threatens what is valuable.

(3) Free decision-making operates within provisional internal and external boundaries, which can be expanded.

Two general postulates arise from these values: (1) Be aware of your internal and external situation, making responsible decisions that consider others and yourself. Essentially, be your own "chairperson!" (2) Disturbances and passionate involvements take precedence. View them as opportunities and signs of overlooked or repressed aspects.

There are a set of auxiliary postulates that help leaders work with their groups. These are guidelines: they help when they help, they don't when they don't. As a reflection, you can think of situations where you found disturbances in a group you worked with, and consider whether these postulates would've helped you deal with these disturbances in a better way.

1. Represent yourself when you speak. Use "I" instead of "we" or "one" to take individual responsibility. Vague expressions in direct speech are an attempt to avoid personal accountability.
2. When asking a question, explain why you asked and what it means to you. Speak for yourself and avoid turning it into an interview. Questions without a genuine desire for information are disingenuous. Avoid using questions to disguise your own opinions or hidden motives.
3. Be authentic and selective in your communication. Be aware of your thoughts and feelings and choose your words and actions accordingly.
4. Express personal reactions instead of jumping to interpretations. Premature interpretations can lead to defensiveness and hinder effective communication.
5. Avoid making generalizations as they disrupt the group process.
6. When discussing others, explain what it means to you. Statements about other participants are entirely personal opinions.
7. Private conversations should take a lower priority. While they may be important, they can disrupt the group process. If you want to share something important with a neighbor, consider sharing it with the whole group.
8. Allow only one person to speak at a time. The group's cohesion depends on participants showing focused interest in one another. Being interested in others means paying attention to their statements and actions. Therefore, statements should occur one after the other.
9. If multiple people want to speak simultaneously, use keywords to communicate the topic you would like to discuss. Let the group determine the order of speech to ensure that dominant individuals do not dominate the conversation and that quieter individuals are not ignored.

Debate Education

Debate education is an educational approach that involves structured and formalized debates as a means of developing students' critical thinking, communication, and argumentation skills. It provides students with opportunities to research, construct well-reasoned arguments, and engage in public speaking. Through debate, students learn to analyze different perspectives, evaluate evidence, and effectively communicate their ideas.

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

Outcomes of debate education

Critical Thinking

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

Collaborative Skills

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

Active Citizenship

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

In what way does debate education achieve these outcomes?

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

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

Building blocks of debate sessions

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

1. **Clear objectives and expectations:** Establishing clear objectives and expectations for

students is crucial. You should communicate the purpose of the debate activities and explain the skills they aim to develop for each specific session. For advanced students who have internalised the complex set of requirements that are involved in scoring a debate format (such as matter, manner, and strategy), feedback can follow some multiples of these lines. For students who are not as far along their debate journey, you want to tailor your objectives to specific goals.

2. **Structured format:** A well-structured debate format, such as the Worlds Schools Debating Championship format, provides students with a framework to organize their arguments and follow the flow of the debate. This structure fosters logical and coherent arguments while promoting an orderly and respectful exchange of ideas. However, the complexities of debate formats mean that they are not always the best avenue for teaching debate skills.
3. **Skill development:** Instructors should explicitly teach skills such as critical thinking, effective communication, active listening, and collaboration. Integrating activities that focus on these skills, such as brainstorming sessions, rebuttal exercises, and group discussions, will help students find a better way to specifically hone their skills.
4. **Topic selection:** Choosing relevant and engaging topics is essential to pique students' interest and stimulate intellectual curiosity. Topics should be debatable, challenging, and fair. Topics can be student-generated, or selected by you - if you have a good grasp on what your students may find interesting. Topics selected in this toolkit have been chosen by educators who have a large amount of experience working with young people in these areas.
5. **Research and preparation:** Effective debate education requires students to conduct thorough research and prepare their arguments. You should provide guidance on research methods, credible sources, and argument construction. Emphasizing the importance of evidence-based arguments and acknowledging counterarguments will help students develop well-rounded perspectives.
6. **Feedback and assessment:** Providing constructive feedback and assessment is essential for student growth. Instructors should offer personalized feedback on students' strengths and areas for improvement. Implementing a fair and transparent assessment rubric can help track progress and measure the effectiveness of the debate education program.
7. **Encouraging a supportive environment:** Fostering a respectful and inclusive atmosphere is crucial for effective debate education. You should emphasize the importance of active listening, empathy, and mutual respect during debates, while also promoting open-mindedness and the value of diverse perspectives. Debating can be seen as a stressful activity, and we are less receptive to new information and learning experiences when we are stressed. Supportive environments and positive feedback helps bring a feeling of safety for students.

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

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

Most common forms of debate formats

Debate education most commonly takes the shape of following a format of debate. Below you will find some instructions on how to use one of three debate formats.

Please note that we take inspiration from debate education throughout this project, but don't offer barebones instructions for how to teach people how to debate (including how to construct arguments, build speeches, find arguments, refute the other side, etc.). We recommend that you use the resources available at www.idebate.net/resources/tools if you want to find out more about how to instruct students on debating skills and the lessons in this project are insufficiently detailed in that regard. These tools have been developed through the Erasmus+-funded project IDAC.

Lagerhuis (House of Commons) debate

Schedule: The Lagerhuis debate format is often used in the Netherlands and follows a structured schedule. It typically consists of multiple rounds with set speaking times for each participant or team.

Speaker Roles: In a Lagerhuis debate, participants are divided into two sides, often referred to as the "for" and "against" teams. Each team has a designated leader who presents the opening speech, followed by alternating speakers from each side who present arguments and engage in rebuttals.

Speakers stand up when they want to speak, and a moderator divides turn. After 10 minutes of this floor debate, designated whip speakers summarise the case for their side.

Assessment: The assessment in a Lagerhuis debate is usually based on various criteria, including the clarity of arguments, use of examples and anecdotes, and effective teamwork.

World Schools Debating Championships (WSDC)

Schedule: The WSDC format is used in international debate environments, including the World Schools Debating Championships.

Speaker Roles: Each debate consists of two teams, with three speakers on each side. The roles include the Prime Minister, Deputy Prime Minister, Member of the Government, Leader of the Opposition, Deputy Leader of the Opposition, and Member of the Opposition. Each speaker has a specific speaking time (usually 8 minutes for substantive speakers and half the speaker time for reply speeches), and they present their arguments and engage in rebuttals accordingly.

Assessment: WSDC debates are assessed based on a range of criteria, such as the strength of arguments, effective teamwork, ability to respond to opposing arguments, style and delivery, and strategic use of time. Judges evaluate the overall performance of each team and individual speakers to determine the winner of each debate.

British Parliamentary Debate (BP)

Schedule: British Parliamentary debates are commonly used in the United Kingdom and follow a structured schedule with multiple rounds. The debates usually feature four teams competing against each other.

Speaker Roles: In BP debates, the teams are referred to as "government" and "opposition." Each team consists of two speakers, and there are four teams in total: two teams in favour and two teams against the topic. Each speaker has a specific speaking time and responsibilities in presenting arguments and engaging in rebuttals.

Assessment: BP debates are assessed based on the matter of the argument, the manner of a speech, and the strategy that teams followed. Judges evaluate the performance of each team and individual speakers to determine the winners of each debate.

New Global Learning



Globalisation, Wealth, and Poverty

Globalization, wealth and poverty

I. Introduction

Globalisation is a multifaceted process that involves the increasing interconnectedness of societies, economies, and cultures around the world. It encompasses the rapid exchange of goods, services, information, ideas, and people across national borders, fueled by advancements in technology, transportation, and communication.

At its core, globalisation has several key components:

1. Economic globalisation refers to the integration of national economies into the global economy through trade, foreign direct investment, capital flows, and the spread of technology. This has led to the emergence of multinational corporations and global supply chains, which have reshaped economic relationships and power dynamics.
2. Cultural globalisation involves the sharing and blending of diverse cultural elements, such as languages, arts, cuisines, and customs. This can result in the promotion of mutual understanding and tolerance, but may also give rise to concerns about cultural homogenization and the erosion of unique traditions.
3. Political globalisation is characterized by the growing importance of international organizations and agreements, which play a crucial role in shaping global governance and addressing transnational issues, such as climate change, human rights, and global security.

While globalisation has generated numerous benefits, such as increased economic growth, technological innovation, and cultural exchange, it has also raised concerns about inequality, environmental degradation, and the potential loss of cultural identity. Consequently, the ongoing debate about globalisation's impact on societies and individuals worldwide remains a crucial aspect of contemporary discourse.

In this chapter we will focus primarily on economic globalisation over the last 30 years, its origins, features, and impacts. This chapter is written to provide the reader with a general introduction to these themes that you can use to spark discussions in the classroom using the scenarios provided throughout.

In **blue blocks** you can find case studies and context to the general ideas introduced in this chapter. In **green blocks** you can find scenarios that you can use for debates and discussions with young people.

II. Historical background of globalisation

Economic globalisation as we currently know it has its most direct origin in the establishment of global institutions and policies after the Second World War. This accelerated the integration of national economies into a global system. The Bretton Woods System: In 1944, representatives from 44 countries met in Bretton Woods, New Hampshire, to establish a new international monetary and financial order. The system aimed to facilitate global economic growth, stability, and cooperation by creating institutions such as the International Monetary Fund (IMF) and the World Bank, as well as implementing a system of fixed exchange rates pegged to the US dollar.

1. The General Agreement on Tariffs and Trade (GATT): Signed in 1947, GATT was a multilateral trade agreement designed to reduce trade barriers and promote international trade. GATT would later evolve into the World Trade Organization (WTO) in 1995, further liberalizing global trade.
2. Multinational corporations: The post-war era saw the rapid expansion of multinational corporations (MNCs) that took advantage of the increasingly open global market. MNCs became vital agents of economic globalisation, transferring capital, technology, and expertise across borders.
3. Technological advancements: Innovations in transportation and communication technologies, such as containerization, the internet, and mobile phones, enabled faster and more efficient global trade and information exchange.

These factors, combined with supportive government policies, helped to create a global economic landscape characterized by interconnected markets, increased trade, and the emergence of global supply chains.

A concurrent trend running alongside these developments was decolonisation. The effects of decolonization on the economies of decolonized nations have been mixed. On the one hand, decolonization brought political independence to these nations, which allowed them to chart their own economic development paths. On the other hand, the legacy of colonialism often left these nations with significant economic challenges, including poverty, inequality, and underdevelopment.

One of the most significant effects of decolonization on the economies of decolonized nations was the emergence of new economic systems. Many newly independent nations sought to build socialist or mixed economies that emphasized state ownership of key industries and resources. For example, in Tanzania, President Julius Nyerere pursued a policy of Ujamaa, which aimed to build a socialist society through collectivization and nationalization of key industries.

Other nations, such as India and China, pursued a policy of state-led development that emphasized investment in infrastructure and heavy industry. These policies helped to lay the foundation for the rapid economic growth that these nations experienced in the following decades.

However, the legacy of colonialism also left many newly independent nations with significant economic challenges. For example, many nations were left with export-oriented economies that were heavily dependent on a few key commodities, such as oil or minerals.

This made these nations vulnerable to fluctuations in global commodity prices and hindered their ability to diversify their economies.

In addition, the unequal distribution of wealth and resources that characterized many colonial societies often persisted in the post-colonial era. This led to high levels of inequality and poverty in many newly independent nations. In multi-ethnic states, this often favoured dominant ethnicities.

Economic globalisation in the post-Cold War era

The fall of the Soviet Union in 1991 marked a significant turning point in the historical background of economic globalisation. This event not only signified the end of the Cold War but also accelerated the integration of the global economy through several key developments:

1. **The Rise of Emerging Markets:** The collapse of communism led to the rapid transition of former Soviet countries and other centrally planned economies towards market-based systems. In particular, this led to the entry of China into the global market, which had enormous impact on global supply chains, with China (and to a large extent other countries in South and South-East Asia) becoming the hub of global manufacturing.
2. **Global Financial Integration:** The post-Soviet era witnessed an unprecedented level of financial integration, facilitated by the liberalization of capital controls and the development of global financial markets. This increased the flow of capital across borders, enabling both advanced and emerging economies to access international financial resources.
3. **Expansion of Free Trade Agreements:** The 1990s and early 2000s saw a proliferation of regional and bilateral free trade agreements, such as NAFTA (1994) and the European Single Market (1993). These agreements further liberalized global trade and investment, strengthening economic interdependence among nations.
4. **The Internet Revolution:** The widespread adoption of the internet and other digital technologies enabled instantaneous communication and information exchange, fostering the growth of global e-commerce and connecting businesses and consumers worldwide.

These developments contributed to an increasingly interconnected and interdependent global economy. However, this period of rapid economic globalisation also raised concerns about growing income inequality, job displacement, and environmental degradation, sparking debates on the need for more equitable and sustainable globalisation policies. Some of these concerns became more apparent in the responses to the financial crisis of 2008.

Globalisation after the financial crisis of 2008

The 2008 financial crash marked a critical juncture in the evolution of globalisation. It exposed the vulnerabilities of the interconnected global financial system, prompting a

reevaluation of the risks and benefits of economic globalisation. Several key trends and concerns emerged in the aftermath of the crisis:

1. **A Shift in Economic Power:** The crash had a lasting impact on advanced economies, while emerging markets such as China and India continued to grow, leading to a gradual shift in global economic power. This trend has contributed to the rise of new regional trade arrangements and the increasing importance of developing countries in shaping global economic policies.
2. **Growing protectionism:** The crisis fueled skepticism about the merits of free trade and economic liberalization, leading some countries to adopt protectionist measures. This has resulted in increased trade tensions and a slowdown in the pace of global trade liberalization.
3. **The need for financial regulation:** The 2008 crash highlighted the need for better oversight and regulation of the global financial system. In response, governments and international organizations have introduced various regulatory reforms to enhance financial stability and prevent future crises.
4. **Inequality and social unrest:** The crisis exacerbated income inequality and fueled public discontent, as people questioned the benefits of globalisation for the wider population. This has given rise to populist movements and calls for a more inclusive and equitable global economic system.

Case study: the US-China trade war

One key example that highlights these challenges is the burgeoning trade war between China and the USA.

The US-China trade war refers to a prolonged economic conflict between the United States and China, which began in 2018. The dispute was primarily driven by concerns over trade imbalances, intellectual property theft, and forced technology transfers, as well as broader strategic competition between the two countries.

The trade war was initiated by the US under President Donald Trump, who imposed tariffs on billions of dollars' worth of Chinese goods in an attempt to address these issues. In response, China retaliated with tariffs on US products, leading to a tit-for-tat escalation of trade barriers between the world's two largest economies.

Throughout the conflict, multiple rounds of negotiations took place, with both sides reaching temporary truces and partial agreements. However, a comprehensive resolution remained elusive. In January 2020, the US and China signed the "Phase One" trade deal, which saw China commit to increasing its purchases of US goods and services and making structural reforms in areas such as intellectual property protection. In exchange, the US agreed to suspend some tariff hikes and reduce others.

Despite this agreement, tensions between the US and China have persisted, and many tariffs remain in place. The trade war has had far-reaching consequences for both countries and the global economy, including supply chain disruptions, reduced economic growth, and increased uncertainty for businesses and investors. The future trajectory of the US-China trade relationship remains uncertain and continues to be a significant factor in global economic stability. In the next chapters we will explore these themes in more detail. We'll look at the driving forces of globalisation, features of global economic integration, and the effects of globalized labour. We will then look at an evaluation of the impacts of globalisation on economic development and close with a few case studies that chart possible futures of economic globalisation

The driving forces of globalisation

Economic globalisation has accelerated rapidly over the past few decades, driven by several key factors. In this part, we will explore four primary driving forces of economic globalisation: technological advancements, economic liberalization and deregulation, the role of multinational corporations (MNCs), and cultural exchange and global interconnectedness.

A. Technological Advancements

1. Information and Communication Technology

The digital revolution, characterized by the rapid development of information and communication technology (ICT), has played a pivotal role in fostering economic globalisation. The widespread use of the internet and other digital technologies has facilitated instantaneous communication, allowing businesses to operate on a global scale with relative ease. As a result, the sharing of ideas, innovation, and knowledge has become much more accessible, driving international cooperation and competition. Additionally, these technologies have facilitated the rapid dissemination of information, enabling businesses to make more informed decisions and allowing consumers to access a broader range of goods and services.

2. Transportation Technology

Advancements in transportation technology have also played a crucial role in propelling economic globalisation. Innovations such as containerization, which revolutionized global shipping by enabling the efficient transportation of goods, have substantially reduced the cost and time required for international trade. Furthermore, improvements in air transport and logistics infrastructure have made it easier for businesses to reach customers worldwide, thereby expanding their market potential. This increased accessibility has led to a more interconnected global economy, with goods, services, and people moving more freely across borders.

B. Economic Liberalization and Deregulation

1. Reduction of Trade Barriers

The progressive reduction of trade barriers has been another significant driver of economic globalisation. Through multilateral agreements such as the World Trade Organization (WTO) and regional trade agreements like the North American Free Trade Agreement (NAFTA) and the European Union (EU), countries have gradually dismantled tariffs, quotas, and other protectionist measures. This liberalization of trade has allowed countries to specialize in the production of goods and services where they possess a comparative advantage, thus increasing global efficiency and fostering economic growth.

2. Free Flow of Capital In addition to reducing trade barriers, the deregulation of financial markets has contributed to the globalisation of the economy. The liberalization of capital markets has facilitated the free flow of investment, enabling businesses to access foreign capital and encouraging cross-border mergers and acquisitions. This increased flow of capital has led to the emergence of a global financial system, with major financial centers like New York, London, and Hong Kong playing a central role in facilitating international investment. Furthermore, the development of global financial markets has allowed for greater risk diversification and the efficient allocation of capital, promoting overall economic growth and stability.

C. Role of Multinational Corporations (MNCs)

Multinational corporations have played a vital role in driving economic globalisation. MNCs, which operate in multiple countries, have been at the forefront of expanding international trade and investment. Through their global operations, MNCs have been able to exploit economies of scale and scope, as well as access new markets, resources, and technology. This has led to increased competition and innovation, both of which have spurred global economic growth.

Moreover, MNCs have facilitated the transfer of technology and knowledge across borders, contributing to the diffusion of innovation and best practices. The global presence of MNCs has also led to the creation of global value chains, with different stages of production taking place in different countries. This fragmentation of production has further integrated national economies, enabling businesses to access resources and labour more efficiently. Examples include the development of high-value electronics and car industries in South Korea and Japan, with companies such as Samsung and Toyota becoming leaders in their industries.

The book "Broken Promise of Globalisation: The Case of the Bangladesh Garment Industry" examines the impact of globalisation on the garment industry in Bangladesh. Its author, Shahidur Rahman, provides a more negative view of the influence of MNCs on the Global South. He argues that despite the promises of economic development and improved working conditions that globalisation was supposed to bring, the reality for many workers in the Bangladesh garment industry has been one of exploitation, poverty, and unsafe working conditions.

The book provides a historical overview of the development of the garment industry in Bangladesh, from its beginnings in the 1970s to its current status as a major exporter of garments to the global market. It argues that the industry has been characterized by low wages, long hours, and poor working conditions, and that these conditions have been exacerbated by the pressures of global competition.

The book also examines the role of global brands and retailers in the garment industry, and argues that they have been complicit in the exploitation of workers in Bangladesh. It highlights the ways in which global brands have used their power to drive down prices and shift the costs of production onto suppliers and workers, leading to a race to the bottom in terms of wages and working conditions.

Finally, the book explores possible solutions to the problems facing the garment industry in Bangladesh. It argues that a more sustainable and equitable model of production is needed, one that prioritizes the rights and well-being of workers and recognizes the social and environmental costs of production. It also calls for greater transparency and accountability in the global supply chain, and for the empowerment of workers through the promotion of collective bargaining and the right to form unions.

Exercise 1: What has the impact of economic globalisation been for the Global South?

Engage the class in a discussion on the question: “free trade has been good for the Global South”. To steer the class discussion, you can introduce the arguments and examples below.

After the discussion, please give groups of 3-4 people one provided source. Let them discuss the source in these groups, discuss whether it supports or opposes the question, and create one argument using the text.

Ideas for pro:

Increased access to markets: Lower trade barriers can increase market access for developing countries and allow them to export their goods and services to a wider range of countries, potentially increasing their economic growth and reducing poverty.

Greater foreign investment: Reduction of trade barriers can lead to greater foreign investment in developing countries. This can help to create jobs and increase economic growth.

Examples:

The proposed African Continental Free Trade Area (AfCFTA): The AfCFTA is a trade agreement between African countries aimed at reducing trade barriers and increasing intra- African trade. The agreement is expected to create a market of over 1.2 billion people with a combined GDP of over \$3 trillion, providing new opportunities for African businesses, but has been held back due to both logistical and political obstacles.

The Trans-Pacific Partnership (TPP): The TPP was a trade agreement between 12 Pacific Rim countries, including several developing countries such as Vietnam, Malaysia, and Peru. The agreement aimed to reduce trade barriers and promote economic integration among member countries. Supporters argued that it would boost economic growth and create jobs, particularly in developing countries. However, the TPP was ultimately not ratified by the United States, and its future is uncertain.

Idea for cons:

Risk of increased competition: Reduced trade barriers can lead to increased competition from foreign firms, potentially harming local industries and leading to job losses.

Dependence on exports: Increased exports can make developing countries more dependent on international trade, which can leave them vulnerable to economic shocks if global demand for their exports declines.

Examples:

China's accession to the World Trade Organization (WTO): China's entry into the WTO in 2001 led to a significant reduction in trade barriers between China and other countries. While this helped to boost China's exports and economic growth, it also led to concerns about the impact on jobs and industries in other countries, particularly in the manufacturing sector.

NAFTA: The North American Free Trade Agreement (NAFTA) is a trade agreement between the United States, Canada, and Mexico. Supporters argued that NAFTA would lead to increased economic growth and job creation in all three countries. However, critics have pointed to the negative impact of the agreement on certain industries and jobs, particularly in Mexico

Sources for the conversation:

On AFCFTA: <https://www.dw.com/en/africas-afcfta-free-trade-agreement-takes-baby-steps/a-63983721>

On the TPP: https://www.washingtonpost.com/opinions/ratify-the-trans-pacific-partnership/2015/11/12/e5dd206c-87dc-11e5-9a07-453018f9a0ec_story.html

Against the TPP: <https://www.getup.org.au/campaigns/tpp/tpp/the-dirtiest-deal-you-ve-never-heard-of>

On NAFTA: <https://www.nytimes.com/roomfordebate/2013/11/24/what-weve-learned-from-nafta/under-nafta-mexico-suffered-and-the-united-states-felt-its-pain>

On China and the WTO: <https://www.brookings.edu/testimonies/issues-in-chinas-wto-accession/>

III. Global economic integration

Global economic integration, characterized by the unification of markets and the increasing interdependence of countries, has become a central force shaping the world's economic landscape. This part will examine the relationship between the Global North and Global South in terms of international trade, foreign direct investment (FDI), and international financial markets. We will discuss the advantages of international trade, various trade policies and agreements, the impact of FDI on host and source countries, its relationship with economic growth, and the role of global financial institutions and currency markets.

International Trade

1. Advantages of International Trade

The standard view of international trade is that it brings economic benefits to both the Global North and Global South. Firstly, it facilitates the efficient allocation of resources by enabling countries to specialize in producing goods and services in which they have a comparative advantage. This specialization results in increased productivity, lower production costs, and higher-quality goods for consumers.

Secondly, international trade expands markets for exporters, allowing firms to achieve economies of scale and enhancing their competitiveness. Finally, trade stimulates economic growth, generates employment opportunities, and fosters technological advancements through the transfer of knowledge and skills between trading partners.

2. Trade Policies and Agreements

Trade policies and agreements play a significant role in shaping the dynamics of international trade between the Global North and Global South. The World Trade Organization (WTO) is the primary global body responsible for regulating international trade, striving to ensure fair competition and reduce trade barriers. Regional agreements, such as the North American Free Trade Agreement (NAFTA) and the European Union (EU), also promote economic integration and cooperation among member countries. These agreements can contribute to the Global South's development by providing preferential access to the Global North's markets and encouraging trade liberalization. They can serve as a blueprint for similar regional trade deals (such as MERCOSUR in Latin America and TPP in Pacific-Asia). But they can also form blockades for access to the markets of the Global North. This can happen for instance through tariffs or barriers based on product legislation, for instance mandating certain product standards.

Foreign Direct Investment (FDI)

1. Impact on Host and Source Countries

FDI plays a crucial role in fostering economic integration between the Global North and Global South. For host countries in the Global South, FDI can contribute to economic growth by providing capital, technology, and management expertise. It can also create employment opportunities, improve infrastructure, and stimulate domestic investment. However, FDI may also have adverse effects, such as environmental degradation, labour exploitation, and the crowding out of local firms (the 'infant industry' argument). For source countries in the Global North, FDI offers the potential for higher returns on investment, access to new markets, and reduced production costs through the relocation of production facilities to lower-cost countries. This of course may have an impact on the availability of manufacturing jobs in the Global North.

2. Relationship Between FDI and Economic Growth

FDI can be a significant driver of economic growth for both host and source countries. It can contribute to increased productivity, technological advancements, and the transfer of knowledge and skills. Moreover, FDI can stimulate domestic investment and improve the balance of payments for host countries. However, the positive relationship between FDI and economic growth is not guaranteed, as it depends on the quality of institutions, the investment climate, and the ability of host countries to absorb and utilize FDI effectively. For instance, FDI can be captured by a small group of business elites. Large MNCs can also use the promise of FDI to force nations in the Global South to provide tax breaks or exemptions from labour and environmental legislation.

Case study: the rise of the Asian Tigers

In "How Asia Works," the journalist Joe Studwell explores the economic development of Asian countries and offers a comprehensive analysis of the factors that have contributed to their success and failures. Studwell argues that there is a coherent development model that has driven the rapid growth of East Asian economies such as Japan, South Korea, Taiwan, and China. He identifies three key components of this model: land reform, export-oriented industrial policy, and financial policy.

Land Reform: Studwell asserts that successful land reform is the foundation of economic development in Asia. By redistributing land ownership, the government can promote agricultural productivity and rural income growth. This helps alleviate poverty, create a more equitable society, and generate savings that can be invested in future industrial development. The author highlights the importance of focusing on small-scale, labour-intensive farming as a catalyst for growth.

Export-Oriented Industrial Policy: Studwell emphasizes the role of export-oriented industrial policy in driving economic growth in Asian countries. He argues that the government should actively support the development of export-oriented industries

through subsidies, tax breaks, and other incentives. These industries, in turn, create jobs, boost productivity, and foster technological innovation. By targeting specific sectors and

promoting infant industries, the government can gradually build a competitive advantage in the global market.

Financial Policy: The author contends that a well-managed financial sector is crucial for the success of the Asian development model. Governments should maintain control over domestic financial institutions and direct credit toward strategic industries. This ensures that capital is allocated efficiently and supports long-term economic growth. Moreover, financial policy should prioritize domestic stability and development over short-term profit maximization and speculative investment.

Studwell also critiques the development approaches of Southeast Asian countries like Indonesia, Malaysia, the Philippines, and Thailand, which have not followed the same development model as the successful East Asian economies. These countries have faced issues such as inequality, corruption, and inadequate industrial policies, which have hindered their progress.

International Financial Markets

1. Global Financial Institutions

Global financial institutions, such as the World Bank and the International Monetary Fund (IMF), play a crucial role in promoting global economic integration. They provide financial and technical assistance to developing countries, helping them to build infrastructure, implement policy reforms, and stabilize their economies. These institutions can contribute to narrowing the gap between the Global North and Global South by fostering sustainable development, reducing poverty, and promoting economic stability. Criticisms of these institutions are that they serve Western needs through forced deregulation in exchange of providing cash.

2. Currency Markets and Exchange Rates (Continued)

Fluctuations in exchange rates can have significant consequences for both the Global North and Global South. Sudden currency appreciation can harm export-oriented sectors and reduce the competitiveness of domestic industries, while currency depreciation can increase import costs and inflationary pressures. Thus, managing exchange rate volatility is essential for promoting stable and sustainable economic integration. Currency appreciation means that your currency becomes more attractive, and therefore the cost of purchasing your goods for foreign actors increases. Currency depreciation is the opposite: purchasing goods

become cheaper for foreign actors, but it also becomes more expensive for actors to buy foreign goods.

Case Study: Sri Lanka Economic Crisis in 2022

The Sri Lankan economic crisis in 2022 serves as an illustrative example of the foreign exchange shortage, high inflation, soaring public debt, and an unprecedented depreciation of the Sri Lankan rupee.

In short, Sri Lanka depended on receiving sufficient dollars to buy goods on the international market. The COVID-19 pandemic disrupted supply chains and severely impacted the country's crucial tourism sector. Sri Lanka's government also engaged on wasteful pet projects, such as building a port in the country's second city with Chinese-backed funding. This city was important for the ruling elite, but its economic necessity was questionable. Additionally, Sri Lanka's heavy reliance on imports for essential goods, coupled with a decline in export earnings, exacerbated the foreign exchange crisis. The Sri Lankan government's inability to secure sufficient external financing to service its debt obligations further intensified the situation. This led to a massive depreciation of the Sri Lankan rupee.

The crisis underscores the importance of sound macroeconomic policies, fiscal discipline, and economic diversification for countries in the Global South. It also highlights the need for effective international cooperation and assistance from

IV. The global division of labour

The global division of labour has been a driving force behind the interconnectedness of national economies, shaping economic growth and development across the world. In this essay, we will explore the various aspects of this division, including offshoring and outsourcing, global value chains, and migration of labour. Additionally, we will discuss the effects of these phenomena on both developed and developing countries, providing an example for each aspect. By delving deeper into each of these topics, we can better understand the nuances of the global division of labour and its implications for the global economy.

Offshoring and Outsourcing

1. Reasons for Offshoring and Outsourcing

Offshoring and outsourcing are practices in which companies shift business processes or jobs to other countries, often to cut costs or access specialized skills. Several factors contribute to the rise in offshoring and outsourcing, including advances in communication technology, the liberalization of trade policies, and the desire for companies to remain competitive in an increasingly globalized market.

Example: Apple Inc. outsources the production of its iPhone components to several countries, including China and Taiwan, to access specialized skills and lower labour costs.

2. **Impact on Jobs and Wages in Developed Countries** While offshoring and outsourcing can lead to cost savings for companies, they can also result in job losses and wage stagnation in developed countries. As jobs are relocated to countries with lower labour costs, workers in developed countries may find it more challenging to secure well-paying, stable employment. In some cases, this can lead to a decline in the manufacturing sector and increased income inequality.

Additionally, the fear of offshoring and outsourcing may push workers in developed countries to accept lower wages and reduced benefits in order to keep their jobs.

This can contribute to a stagnation of wages and a decline in overall job quality.

3. **Impact on the Global South**

In contrast, offshoring and outsourcing can create employment opportunities and stimulate economic growth in the Global South. The influx of jobs can help to reduce unemployment rates and contribute to overall economic development. However, this growth may come at the expense of workers' rights, environmental standards, and fair wages, as companies often prioritize cost reduction over social and environmental considerations.

Furthermore, the reliance on foreign companies for employment and investment may lead to economic dependency, leaving the Global South vulnerable to fluctuations in global markets and the decisions of multinational corporations. In the long term, this could hinder the development of domestic industries and limit economic diversification.

Global Value Chains

1. **Role of MNCs in Global Value Chains**

Multinational corporations (MNCs) play a significant role in shaping global value chains. Through their extensive networks, MNCs can coordinate the production of goods and services across multiple countries, taking advantage of comparative advantages and economies of scale. This allows them to produce goods more efficiently and at lower costs, which can benefit both the companies themselves and consumers.

The automotive industry is a prime example of global value chains in action, with car manufacturers sourcing parts from different countries and assembling the final product in yet another location. This allows them to take advantage of regional specializations and lower production costs. Critics allege that this has led to deindustrialisation in the West, in former car manufacturing hubs such as Detroit.

2. Interdependence of Countries in Production Processes

The creation of global value chains has led to increased interdependence between countries. As countries specialize in specific stages of production, they become reliant on one another to maintain efficient supply chains and meet consumer demands. This interconnectedness can provide opportunities for collaboration and shared prosperity but also exposes countries to risks associated with disruptions in global supply chains, such as natural disasters or geopolitical tensions.

Migration of Labour

1. Factors Influencing Migration Patterns

Several factors influence the migration of labour, including economic opportunities, political stability, and social networks. Individuals may migrate to access better-paying jobs, escape conflict or persecution, or join family members who have already migrated. Advances in transportation and communication technologies have also played a role in facilitating the mobility of labour, making it easier for individuals to relocate in search of better opportunities.

Example: The migration of skilled IT professionals from India to the United States has been driven by the demand for specialized labour in the American tech industry, as well as the prospect of higher wages and improved living conditions.

2. The Economic Implications of Migration for Sending and Receiving Countries

Migration can have both positive and negative economic implications for sending and receiving countries. For sending countries, remittances from migrants can bolster local economies and contribute to development. In 2020, remittance flows to low- and middle-income countries reached \$540 billion, making them a crucial source of foreign exchange and financial stability for many developing nations.

However, these countries may also experience a "brain drain," losing skilled workers to more developed nations. This can lead to a shortage of professionals in key sectors, such as healthcare and education, potentially hindering the long-term development of the country. Efforts to combat brain drain can include creating incentives for skilled workers to stay or return, such as better job opportunities, competitive salaries, and improved working conditions.

Receiving countries, on the other hand, can benefit from an influx of skilled labour, which can fill gaps in the labour market and contribute to economic growth. Migrants can also bring new ideas, skills, and cultural perspectives, fostering innovation and enriching the social fabric of the receiving country.

However, receiving countries may also face challenges in integrating migrants into the workforce and providing necessary social services. In some cases, an influx of migrants can create tensions within the labour market, leading to increased competition for jobs and downward pressure on wages. Addressing these challenges requires comprehensive immigration policies and social programs that support the integration of migrants into society.

The global division of labour has created a complex web of economic interdependence, shaping the way countries and companies engage with one another. While offshoring, outsourcing, and global value chains can drive economic growth and development, they also present challenges in terms of job security, wage stagnation, and social and environmental impacts. Additionally, the migration of labour, driven by factors such as economic opportunity and political stability, highlights the importance of understanding the economic implications of these global shifts.

Exercise 2: an actor debate on economic labour

Divide the class in the following groups. Use 2-3 people per group. Keep 3 people as judges. Give all groups 15 minutes to prepare.

- A low-skilled economic migrant from northern Nigeria, looking to move to Europe for work;
- The family of the migrant who stays behind in northern Nigeria;
- A construction worker from southern Spain;
- A young family in Spain who is looking to buy their first home;
- A border guard working for Frontex, the EU agency that patrols the Mediterranean and tries to intercept human smugglers

Each group prepares a 3-minute statement offering their perspective on the topic: "that we should remove all barriers on economic migration".

Each group then engages in a 3-minute criticism on the other sides' contribution.

Based on this debate, the judges deliberate whether they agree or disagree with the motion. In their verdict, they try to highlight which contributions they found most effective.

Evaluating the effects of economic globalisation

Six faces of Globalisation

In the book *Six Faces of Globalization* (2021), Anthea Robert and Nicolas Lamp make it clear that there are currently at least six stories circulating in Western societies about what has been going on in recent decades. Once celebrated as an unstoppable force that would make the entire world Western, prosperous and liberal, the Great Story of globalisation has turned into a kaleidoscope where every turn of the viewer brings a new vision and the plot for another story.

First, there is the established 'mainstream' perspective. In this story one only sees progress and there are no losers. Globalisation has made markets more efficient and companies more innovative. Technology is advancing in leaps and bounds. Scaling up leads to higher productivity. The economy is growing. Everyone gets a bigger piece of the pie and poverty in the world decreases. Through free trade, economic liberalization, the pruning back of the state and the creation of international institutions such as the World Bank, the IMF and the World Hand Organization, forms of international division of labour have emerged that benefit the entire world.

Consumers can now buy more food, gadgets and services than ever before. Society will become more and more homogeneous. Certainly, large numbers of workers could lose their jobs. Regions can lag behind. Citizens are given less decision- making power. Management will become increasingly technocratic. But insofar as there are losers, they can be amply compensated with money – if necessary via a basic income.

The other five stories focus on those who get the short end of the stick in the above narrative. Even as the economy grows and the pie gets bigger in absolute terms, the pieces are becoming increasingly unequal. Even if things become cheaper and people as consumers improve, and even if those who lose their jobs can count on assistance and support, it hurts when the factory where you worked for years closes, the neighbourhood deteriorates visibly, young people leave the area, families break up and after endless applications you find a job that pays less, for which you are hardly qualified. Then it becomes clear that all kinds of wealth cannot be bought for money, that 'economic growth' can indeed be accompanied by loss and that globalisation - despite all the success stories - can leave a trail of bitterness and resentment through the world.

The stories discussed in *Six Faces of Globalisation* are all related to the loss of globalisation. However, the plot differs. Loss and remedy are defined differently. In each narrative, new players appear on the scene and the obstacles to overcome look slightly different. Although the stories are based on the same facts and figures, they place them in a different light and sometimes draw radically different conclusions.

In addition to the globalisation extolling story of the neoliberal elite, the authors successively distinguish: A narrative that rejects globalisation and economic growth, in which 'the planet' is the big loser - think of global warming;

1. A right-wing populist narrative, in which 'the nation' gets the short end of the stick and take back control is the remedy – think of Front Nationale, Brexit or Make America Great again;
2. A left-wing populist story in which 'classes', especially the working class and lower middle classes in Western countries, are the big losers and a Green New Deal should offer solace;
3. A narrative against multinationals and large (tech) companies, in which workers and communities worldwide are the losers and reform of the institutions of the global market is the main solution;
4. A geopolitical story in which, of the great powers, the West in particular is in danger of losing power and prestige and diplomacy plus realistic power politics must ensure the desired military and ideological balance.

In short, twist the kaleidoscope and the picture of globalisation changes. The stories are not inferior to each other in plausibility. In each, attention is paid to abuses or dangers that are paid little or no attention in the others. Each threatens to generate an angry or concerned minority demanding reparation or acknowledgment of wrongs suffered. Each sees the mote in another's eye, but not the beam in his own.

The authors point out emphatically that all these stories are Western in nature. In Asia, millions were lifted out of poverty and the middle class grew. There is the prospect of globalisation right there.

A criticism of the book, though, is that all these stories are also 'white'. No one talks about the need for 'decolonization' and this draws our attention to the way in which the inequality between, for example, white and black, man and woman and straight or gay has penetrated deeply into the psyche and into the institutions of society and is still there.

The effects of globalisation on the Global South

One such criticism is advocated by the anthropologist Jason Hickel. His critique of globalisation centers on its role in perpetuating global economic inequality and environmental destruction.

Hickel argues that economic globalisation has not led to economic growth and development in developing countries as promised. Instead, it has entrenched global economic inequality and kept developing countries in a state of underdevelopment. He points out that the richest 1% of the world's population now own more wealth than the bottom 50% combined, and that this inequality has been exacerbated by globalisation.

Hickel points out that the Global South has been incorporated into the global economy through trade and investment liberalization policies promoted by institutions like the World Bank and the International Monetary Fund (IMF). These policies have encouraged developing countries to focus on exports and attract foreign investment, and believes that this often comes at the expense of local industries and small businesses. As a result, many developing countries have become dependent on exports of a few primary commodities, leaving them vulnerable to fluctuations in global commodity prices. An example can be found in the economic crisis of Brazil in 2014 due to low commodity prices, which contributed to the fall of the Rousseff government and the electoral victory of the populist Jair Bolsonaro.

Furthermore, Hickel argues that globalisation has resulted in the exploitation of labour and resources in the Global South, with multinational corporations taking advantage of lax environmental and labour regulations to extract resources and exploit workers in developing countries. This has led to a situation where workers in the Global South are often paid very low wages and are subjected to poor working conditions.

Hickel also points out that many of the economic gains that are attributed to globalisation in the Global South are often the result of the extraction of natural resources rather than sustainable economic growth. This has led to environmental degradation, with many developing countries suffering from the impacts of climate change as a result.

Finally, Hickel argues that globalisation has had a devastating impact on the environment, as the pursuit of economic growth and profit has led to the overexploitation of natural resources and the degradation of ecosystems. He points out that developing countries have borne the brunt of this environmental destruction, with many of them facing the devastating consequences of climate change, despite contributing the least to the problem.

Hickel advocates for an alternative economic model that prioritizes local economies, environmental sustainability, and social justice. He calls for a radical rethinking of our economic system, one that puts the well-being of people and the planet at its core, rather than the pursuit of profit and economic growth at all costs.

The counter-narrative to Jason Hickel is best expressed by the researcher Max Roser. He is an economist and founder of Our World in Data, a website that provides data and research on global development. Roser's view on economic globalisation is that it has been a positive force for economic growth and development, particularly in developing countries.

Roser argues that economic globalisation has led to significant reductions in poverty and improvements in living standards around the world. He points out that since the 1980s, the number of people living in extreme poverty has decreased by more than 1 billion, and that this is largely due to the expansion of global trade and investment.

Roser also argues that economic globalisation has led to greater economic opportunities for developing countries, with many countries experiencing rapid economic growth and development as a result of increased trade and investment. He points out that countries like China, India, and Vietnam have seen significant economic gains as a result of their integration into the global economy. Furthermore, Roser argues that economic globalisation has led to increased innovation and technological progress, as businesses and entrepreneurs are able to access new markets and resources around the world.

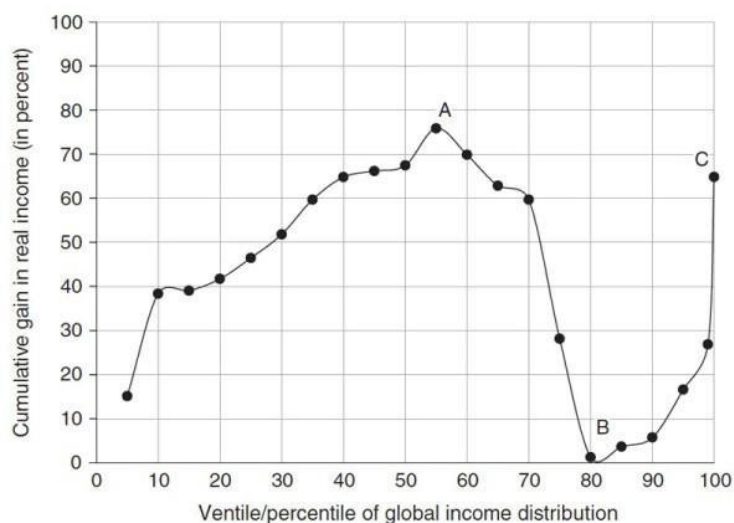
However, Roser too acknowledges that economic globalisation has also had negative effects, particularly in terms of environmental degradation and the exploitation of labour in developing countries. He argues that these issues need to be addressed through policies that promote sustainable economic growth and social justice.

Overall, Roser's view on economic globalisation is that it has been a positive force for global economic growth and development, but that its benefits need to be shared more equitably and sustainably across countries and populations.

A final voice to introduce is Branko Milanovic, an economist and former World Bank employee. Milanovic's view on globalisation is that it has led to a significant increase in global income inequality, but has also provided benefits to many people in developing countries.

One of Milanovic's key contributions to the study of globalisation is the "elephant curve," which illustrates how global income distribution has changed over the past few decades. The curve shows that the largest gains in income have gone to the top 1% of earners in developed countries, while the middle class in these countries has seen little to no gains. However, the curve also shows that many people in developing countries, particularly in Asia, have seen significant gains in income over the same period.

Milanovic argues that the elephant curve demonstrates that globalisation has led to a "divergence" in global income distribution, with the gains of the top earners in developed countries being offset by the gains of the middle class and poor in developing countries. He points out that while global income inequality has increased, poverty has decreased



RELATIVE GAIN IN REAL PER CAPITA INCOME
BY GLOBAL INCOME LEVEL, 1988–2008

significantly, particularly in Asia.

One critique of the elephant curve is that it does not capture the full extent of global income inequality, particularly among the very poor. Nobel laureate Angus Deaton has argued that the elephant curve should be combined with measures of absolute income levels, such as the World Bank's poverty line, in order to get a more complete picture of global income inequality. Other economists have disputed the elephant curve on methodological grounds, for instance its lack of comparisons of intergenerational wealth, and the outsized effect of Japan's economic stagnation on the 'downward slope' of the elephant curve.

Overall, Milanovic's view of globalisation is that it has led to both gains and losses, with significant increases in income inequality but also significant reductions in poverty in some parts of the world. He argues that policy interventions are needed to address the negative effects of globalisation and ensure that its benefits are shared more equitably.

Institutionalist views

Most of this chapter on economic globalisation has focused on the effects of economic policies on societies. There are institutionalists, however, who would argue that the way in which institutions such as the government and large corporations are run are the primary determinants of economic success. Key among them are the economists Acemoglu and Robinson.

In their book "Why Nations Fail," they argue that inclusive political institutions, which allow for broad participation and limit the power of elites, lead to inclusive economic institutions, which encourage innovation, investment, and economic growth. On the other hand, extractive political institutions, which benefit only a small elite, lead to extractive economic institutions, which stifle innovation and investment and limit economic growth. The challenges faced by the Global South and China in achieving economic development are rooted in their historical legacies of extractive political institutions. In many of these countries, elites have historically used their power to extract resources and wealth from the population, leaving little room for economic growth and development. Acemoglu and Robinson argue that breaking out of this cycle requires a fundamental shift towards inclusive political institutions that can enable the development of inclusive economic institutions.

In the case of China, Acemoglu and Robinson acknowledge the country's impressive economic growth over the past few decades but argue that it has been achieved through a combination of extractive political institutions and selective economic reforms. They suggest that sustaining long-term growth will require a shift towards more inclusive political institutions that can provide a level playing field for all individuals and firms.

Exercise 3: the Six Faces of Globalisation

Introduce the six faces of globalisation, introduced in this chapter. You can use the accompanying presentation to present these views, this presentation will offer some extra pointers.

Set up a British Parliamentary-debate where each team is instructed to try and bring arguments that fit one of the 'faces' of globalisation. Use as a motion: This House Believes that the US and EU should significantly increase their economic investments in Sub-Saharan Africa.

The government teams should fit the establishment narrative or geo-centric narrative. The opposition teams should fit the left-populist or right-populist narrative.

The global threats narrative or corporatist narrative can be introduced if desired on opposition.

When judging the debate, take care to highlight where teams were strong or failed to remain consistent in applying their narrative to the debate.

For preparation, you can use the book's website: <https://www.sixfacesofglobalization.com/>

VII. The future of globalisation

In this final part, we will look at possible futures of globalisation by examining a few case studies

China's involvement in the Global South

China's trade policy and influence in the Global South have become increasingly significant in recent years. China's focus on infrastructure development, trade, and investment has helped to transform many African economies. However, this increased involvement has also raised concerns about debt sustainability, transparency, and the impact on local industries.

China's trade policy and influence in the Global South are often characterized by the country's focus on infrastructure development, trade, and investment. China's Belt and Road Initiative (BRI) includes several African and Asian countries, which have become key recipients of Chinese investment. For instance, China has established the Asian Infrastructure Investment Bank (AIIB), a multilateral institution that funds infrastructure development in emerging economies, including several African countries. The AIIB has committed to financing several projects in Africa, such as a highway in Pakistan, a railway in Bangladesh, and a water supply project in Indonesia.

The AIIB forms the cornerstone of what is often dubbed the New Silk Road, a network of transportation routes that aims to connect Asia, Europe, and Africa. The New Silk Road includes several infrastructure projects in Africa, such as the Mombasa-Nairobi Standard Gauge Railway in Kenya, which has reduced transportation costs and boosted economic growth in the region. The New Silk Road has also facilitated trade between Africa and China, contributing to the growth of Africa's exports to China.

However, China's involvement in the Global South has also raised concerns about debt sustainability and transparency. For instance, in Sri Lanka, China has financed several infrastructure projects, including a deep-sea port in Hambantota, which has left the country heavily indebted. Similarly, the funding of the African Union headquarters in Kenya has raised concerns about China's influence in African politics. Critics argue that China's financial support for the African Union may undermine the organization's independence and lead to a greater Chinese influence in African affairs. Some political scientists worry that Chinese investment gives dictators the financial cover they need to continue oppressing their populations.

Similarly there are worries that China's investments are focused on bringing in Chinese companies to do the work of building roads and bridges, crowding out local industries, and that Chinese ownership of ports and mines offshores resources and profits from countries in the Global South.

In contrast to China's involvement, Western involvement in the Global South has often focused on aid and development assistance. Western countries have also been involved in trade and investment in Africa, but their approach has tended to be more cautious and focused on promoting democratic governance, transparency, and human rights. Western countries have been more likely to link development assistance to good governance and have been more vocal in calling for human rights and political reforms.

However, Western countries' approach has also been criticized for being too slow and too focused on conditionality. Critics argue that Western countries' insistence on governance and human rights has sometimes led to a neglect of economic development and a failure to address the root causes of poverty and instability in African countries. Critics summarise this view as “China gives the Global South money, the West gives the Global South a lecture”.

The war in Ukraine and the global energy market

The 2022 Ukraine war has had a significant impact on globalisation, primarily through the energy crisis it engendered. The diverse impacts of the sudden spike in energy prices show both the interconnectedness of the global economy as well as its complicated hierarchies.

The war in Ukraine disrupted the global energy market, resulting in an energy crisis that severely affected the European Union and the Global South. This came as a result of the disruption of natural gas from Russia to the EU, leading to the EU needing to find alternative energy sources. The EU faced skyrocketing energy prices, putting immense pressure on households and businesses. This crisis highlighted the EU's vulnerability to disruptions in Russian gas supplies and prompted efforts to diversify energy sources. Alongside calls for speeding up the renewable transition, the EU also sought to increase the amount of Liquid Natural Gas it could import and process.

The conflict's impact on the energy market led to a shift in the global LNG market. As European countries sought to reduce their reliance on Russian gas, the demand for LNG increased. This shift benefited major LNG producers like Qatar, as the country experienced a surge in demand and higher prices for its LNG exports. Conversely, countries like Pakistan, which rely heavily on LNG imports, faced increased financial pressure due to the spike in prices, which further strained their economies.

The US and China: dispute over microchips

The escalating tensions between the US and China have raised concerns about the future of globalisation. These two major powers have been engaged in a series of disputes involving trade, technology, and regional security. As the world's two largest economies, their

disagreements have had significant implications for global supply chains, technological development, and geopolitical stability.

The Creating Helpful Incentives to Produce Semiconductors (CHIPS) Act, passed by the US government, aims to strengthen the domestic semiconductor industry by providing financial incentives for chip manufacturing and research. This legislation reflects the growing concerns about the US's dependence on foreign semiconductor supply chains, particularly from China. The CHIPS Act highlights the strategic competition between the US and China in the technology sector and the potential for further fragmentation in the global tech industry.

At the same time, Taiwan has emerged as a critical player in the global microprocessor manufacturing industry, with Taiwan Semiconductor Manufacturing Company (TSMC) being the world's largest semiconductor foundry. The importance of Taiwan's semiconductor industry has grown even more pronounced amid the global chip shortage, which has impacted various sectors such as automotive, consumer electronics, and telecommunications. High-quality microprocessors are necessary for any industry that is reliant on high-tech solutions, either as a consumer product or in its value chain.

The concentration of microprocessor manufacturing in Taiwan has intensified the economic and strategic importance of the island for both the US and China. As a result, any disruption to Taiwan's semiconductor industry could have serious consequences for the global economy and technology sector.

The likelihood of a military conflict between China and Taiwan remains uncertain, as both parties have strong incentives to avoid a direct confrontation. However, tensions across the Taiwan Strait have been increasing, driven by China's assertive posture, Taiwan's pursuit of closer ties with the US, and the US's commitment to the defense of Taiwan. A miscalculation or miscommunication between the parties could potentially escalate the situation, with significant consequences for regional stability and globalisation.

Climate Change and Economic Impacts

Climate change is expected to have far-reaching implications for globalisation, as it disrupts ecosystems, threatens food and water security, and increases the frequency and intensity of extreme weather events. These consequences will likely strain international trade, financial systems, and political relationships, as countries grapple with the challenges posed by a changing climate.

We'll look at four potential risks for the economies of the Global South.

1. **Agriculture and Food Security:** Many countries in the Global South rely on agriculture as a significant source of employment and income. Climate change-induced shifts in temperature and precipitation patterns, coupled with more frequent and severe extreme weather events, can negatively impact crop yields and food security. For example, sub-Saharan Africa faces the risk of decreased agricultural productivity due to increasing temperatures and changing rainfall patterns, threatening the livelihoods of millions of people.
2. **Sea-Level Rise and Coastal Economies:** Rising sea levels pose a significant threat to low-lying coastal areas in the Global South, such as Bangladesh and several small island developing states (SIDS) in the Pacific and the Caribbean. These countries are vulnerable to flooding, coastal erosion, and saltwater intrusion, which can adversely affect agriculture, fisheries, and tourism sectors, leading to substantial economic

losses.

3. **Water Scarcity:** Climate change is expected to exacerbate water scarcity in many regions of the Global South, such as the Middle East and North Africa.

Prolonged droughts and decreasing water supplies can lead to crop failures, reduced agricultural productivity, and increased competition for scarce resources, potentially destabilizing regional economies and increasing the likelihood of conflict.

4. Climate-Induced Migration: The impacts of climate change on the economies and livelihoods of the Global South may lead to increased migration, as people search for better opportunities or flee from climate-related disasters. This migration can place additional strain on already limited resources in destination countries, disrupt labor markets, and contribute to social tensions

Exercise 4 – Reflecting on the merits of globalisation

Pick one of the above case studies.

Divide the group in two. Ask them to think of an example where they see the effects of this case study in their own environment

Ask the students to evaluate whether they think this example influences them to desire more or less globalisation.

Then, ask the groups to roleplay. One takes the perspective of an average informed citizen in the Global North, the other takes the perspective of an average informed citizen in the Global South.

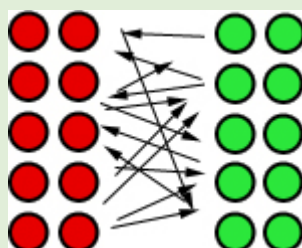
Introduce the rules of a House of Commons debate, where the students in each group are allowed to express arguments they think fit with their actor, but can be on different sides of a motion. Tell them that the teacher will judge the debate on how well they build on the arguments from the same team, and how well they critique the arguments on the other team.

Give 10 minutes to the House of Commons debate. Debrief by asking students which arguments on the other side they found most compelling, before giving a maximum of three examples of strong arguments or teamwork yourself.

House of Commons debate

A debate where, instead of speeches, students give short statements. Teams alternate times spoken, with a moderator picking who gets to speak. Students express their desire to speak by standing up from their chair. Students are seated opposite each other, mirroring the set-up of the English House of Commons.

Debates can either be with assigned positions (one team is in favour, one team is against a motion) or with free positions (speakers in a team can determine freely whether they are in favour or against). In the first scenario the team that persuades the judge of their case is the winner. In the second scenario, the team that provides the best-quality argumentation and teamwork is the winner.



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New Global Learning



Environment and Climate Change

“Someday, perhaps not long from now, the inhabitants of a warmer, more dangerous and biologically smaller planet than the one I lived on will probably wonder what you and I were thinking, or if we were even using our brains.” John Steinbeck

Global warming is something that almost everybody is familiar with, however, the majority of us don't know what it is. Some might not believe it, some might be overwhelmed, others depressed and others just do not care. Many questions are asked, but not enough are answered. Global warming is omnipresent yet so many people still haven't realised it.

If you would go on a street and ask some stranger what global warming is, he would probably respond, however if you would ask him what are the impacts the chances of a relevant answer are pretty small. One of the biggest problems is that people don't know how global warming affects them. Moreover, scientists are confused sometimes too. This is reflected in the debate community as well. Nobody will argue that climate change is happening and is bad, debaters will fight at their best, but often they struggle to present real situations, impacts and everyday life situations.

This module aims to show you the rawest form of climate change, to take you to areas where scientists just started to discover new threats and challenges. The module will bring many examples from various geographical locations, cultures and ecosystems. It will also try to show some light at the end of a tunnel, and light up faith in science. Global warming is an area of facts. Facts are easily refuted by other facts, but if you lack them, this module will provide some exercises to do that.

Key issues

The module will cover the following areas and questions

- What is global warming? How can we identify it?
- What are the possible scenarios? What is most dangerous about global warming?
- Is there something that is not caused by global warming? What has global warming already caused? Why should people in developed countries care?
- What is the cascade effect of global warming? What is climate migration and who does it affect?
- How does global warming affect plants? What do higher temperatures mean for agriculture?
- What is the role of ecosystems? How are they affected? What is going to happen if climate change destroys them?
- How do we fight climate change? What tools can politicians use?
- What is geoengineering? Does it have the potential to save us?
- Why is it so hard to fight climate change? Is really the feedback loop such a huge problem?

Key concepts

Global warming - Global warming is **the long-term warming of the planet's overall temperature**. Though this warming trend has been going on for a long time, its pace has significantly increased in the last hundred years due to the burning of fossil fuels. As the human population has increased, so has the volume of fossil fuels burned.

Climate - Climate is **the long-term pattern of weather in a particular area**. That means, we can say that the climate during winter in central Europe is cold, with snowing, temperatures below zero etc.

Weather - the state of the air and atmosphere at a particular time and place. Simply if you look out of the window you can tell what's the weather, but you can not say that is the climate of that region.

Ecology - is the study of the relationships between living organisms, including humans, and their physical environment; it seeks to understand the vital connections between plants and animals and the world around them.

Ecosystem - is a geographic area where plants, animals, and other organisms, as well as weather and landscape, work together to form a bubble of life. The world is composed of millions of these ecosystems which together form the biosphere.

Feedback loop - describes the interconnection in nature. Ecosystems are incredibly connected, and if we cause something in one, it might completely destroy the other or it will cause it to thrive. This mechanism describes what would happen if bees go extinct. We know that we would lose around 50% of all crops, but what else will happen has not been discovered yet. This mechanism is insanely complex, because nobody knows what could happen if icebergs in Nepal melt etc. This is probably the biggest challenge for scientists, to discover these interconnections.

What is global warming?

Since the Industrial Revolution, the global annual temperature has increased in total by a little more than 1 degree Celsius. Between 1880—the year that accurate record keeping began—and 1980, it rose on average by 0.07 degrees Celsius every 10 years. Since 1981, however, the rate of increase has more than doubled: For the last 40 years, we've seen the global annual temperature rise by 0.18 degrees Celsius per decade.

The result? A planet that has never been hotter. Nine of the 10 warmest years since 1880 have occurred since 2005—and the 5 warmest years on record have all occurred since 2015.

Global warming occurs when carbon dioxide (CO₂) and other air pollutants like methane collect in the atmosphere and absorb sunlight and solar radiation that have bounced off the earth's surface, respectively they are blocking it to get away. Normally this radiation would escape into space, but these pollutants, which can last for years to centuries in the atmosphere, trap the heat and cause the planet to get hotter.

These heat-trapping pollutants—specifically carbon dioxide, methane, nitrous oxide, water vapour, and synthetic fluorinated gases—are known as greenhouse gases (GHG), and their impact is called the **greenhouse effect**.

Though natural cycles and fluctuations have caused the earth's climate to change several times over the last 800,000 years, our current era of global warming is directly attributable to human activity—specifically to our burning of fossil fuels such as coal, oil, gasoline, and natural gas, which results in the greenhouse effect.

Worldwide the most emissions are caused by energy use (41,7%), transportation (16,2%) and agriculture (18,4%)

Possible scenarios

Big parts of science are predictions. They form how the world will look like, or at least where the resources will be allocated. Unfortunately it is difficult to make an accurate one. In the context of global warming there can be found hundreds of predictions, some of which are more optimistic while others are predicting a cruel and slow death without chance for salvation. One is clear, they all end by the year 2050 or 2100.

Those two were not selected randomly, they set up the boundaries for mankind. Both of them are connected to different temperatures. Let's briefly show some of them

Increase by 2°C

Predictions say that 400 million people would lose access to water. Majority of the icebergs would melt. In India heat waves would be 32* stronger, they would last 5* longer and thread 93* more people. Such an increase would decrease the harvest of crops by 20%, which would cause even bigger problems if the population grows.

Increase by 3°C would cause permanent drought in Europe and would prolong the dry period in South America to 18 months. The impact for the majority of ecosystems would be fatal and the majority of these regions wouldn't have livable conditions.

All of this seems so unreal, that people tend not to believe it, which goes hand in hand with another factor. These semi-fatal or deadly impacts will appear mostly around the year 2100,

that's where studies end their predictions, because we will either solve climate change or suffocate. The feeling of remoteness makes people think it is not their problem, which leads to low incentive to fight climate change and invest money into it. Which sets up the first barrier for fighting global warming.

Global warming and nature

Nature is the first and only line of defence against fatal impacts on humans. It evolves and adapts fast, but sometimes it is not able to catch up with the speed of emissions emitted. This part focuses on how global warming amplifies catastrophes and how they have severe consequences.

Catastrophes are getting into our life more frequently and with bigger intensity. It is one of very few direct impacts of global warming. Climate change in itself does not cause them, but it amplifies their effect. In the past humans categorised catastrophes by years, meaning some were centennial floods, others the quinquennial flood, however in the past few years we can spot that it has stopped working. In the USA there were three hurricanes marked as five-hundred-thousand-year-old just in this century.

Temperatures during heat waves are getting almost up to 50°C. Most recent heat wave in India and Pakistan had a chain effect on the whole world. If you google how many people died due to heat during this period you would be probably surprised that it was “just” 90 people. It is important to see that these deaths were directly marked as “caused by heatwave” by a doctor, but in fact many more people died and will die due to long term consequences. In such an environment, when the body is exposed to high temperature the body stress increases, which can cause other diseases to occur since body immunity is weakened. This is the most evident part of a heat wave, but what has been before and after is the important part that can show us why global warming is such a problem. It all started with reduced rainfall (India 71%, Pakistan 62%) which set up ideal conditions for massive and long lasting heat waves. Increased temperatures plus lacking water had dropped yield by 15-30%(India produces 12,5% of world grain production), which is certainly a problem, considering world production of grain has already suffered from the Ukrainian war.

The Government of India wanted to increase grain export in order to fill the gap made by missing Ukrainian grain, however suddenly they haven't had enough for themselves. World market was already lacking food supplies yet the climate change pushed even more.

The same year in China massive rainfall started floods which caused 30 millions acres couldn't be planted and many more were devastated. Overall causing 20% crop yield decrease. This has started “the crop cascade”. At this point the whole world was starting to get affected, wheat prices have spiked. African countries such as Kenya, Somalia, Ethiopia which are heavily dependent on Russian-Ukrainian wheat (by 40%) have struggled to cover food demand, and the number of people facing extreme hunger has doubled to 23 millions.

The more wheat was lacking the more countries had implemented wheat export bans, which meant less when available on market, thus prices going even higher, and less accessible for poor countries. By that time European and American citizens had also faced the cruelty of global warming, because bread prices went up by 18%. In combination with rising food prices, families were forced to reduce their non-food spendings. Afterwards scientists tried to quantify how much human carbon activity contributed towards this event. It was the early, prolonged and dry heat that made this event stand out as distinct from heatwaves occurring earlier this century.

Calculations say that human induced emissions increased the probability of such an event 30 times. Another prediction says that by 2050 heat waves will directly kill 255 000 people. This example shows...

While it already might seem very tragic, so far we just traced one strain of the cascade. To make matters even worse, high temperatures during heat waves had affected icebergs in Indian-Pakistani mountains like Krakoram, Hindukush or Himalaya. Melting of icebergs happened at worst time possible, because it was monsoon period which already inflict floods in Pakistan, however this year it was supported by additional water from melting icebergs. Again just amplification happened and Pakistan has its biggest floods in history, which has cause over 1,700 direct deaths and financial damage 15,2 bn dollars. Another 16,3 billion dollars are estimated to be needed for reconstruction. In total the cost will be around 10% of Pakistani GDP (348,3 billions), which is definitely a significant amount of money.

Moreover this only covers spendings to get back to status before, however more investments and innovations are needed in order to prevent similar events in future, as they are more likely to occur more often. Another 8 millions of people are struggling due to lost homes, work etc. Their are facing health and food crisis, which makes them extremely vulnerable stakeholders.

The more CO₂ mankind emits, the worse the effects will be. Another study predicts that if temperature is increased by 1.5°C, damages from floods would increase by 160-240%. For Pakistan it would be absolutely devastating.

Icebergs play a significant role in the climate change game. They are allocated all over the world, however majority can be found on North and South pole. Because of their white colour heat is not fully absorbed, moreover the majority is reflected back to atmosphere and space, so it can't contribute to warming. This ability is called the albedo effect, without it our planet would be totally different. Albedo effect is a good guy, nevertheless humans created bad guy to fight back, the greenhouse effect. In fact it has existed long time before humans appeared, but we slightly improved it.

However this bad guy causes that icebergs melt. Melting has triple effect. First is obvious, see level raise, which is going to be covered later. Secondly in the ice are huge reservoirs of

methane which would be released. If Arctic starts to melt it will likely release 100 billions tons of CO₂, which is equivalent to one half of emission emitted from industrialization to present. The second half would be added by the third effect, due to lost albedo effect heat absorbed would increase thus worsening GHG effect.

Some of the stated above is irreversible and marks a red line in our efforts fighting climate change. Moreover, the feedback loop is waiting and will reveal its secrets later, because we are unable to fully predict what will happen under different scenarios.

Debate exercise

The text above tries to demonstrate that things are incredibly connected and that events on one side of the world might easily affect the other one. Debaters often don't realise these connections and struggle in explaining how something affects someone, a typical question "Why should Europeans care about heat waves in India?". Hopefully that is already clear, however many more events can happen.

In this exercise debaters should brainstorm and develop ideas how the following events can affect something in another place. Later research can be done to prove or dispute their analysis.

Events:

Fish are unable to reproduce at Great barrier reef

Global warming and agriculture

Planting, breeding and harvesting are all present for hundreds of years, yet they face challenges like never before. Weather is more unstable and extreme, critical resources like water and nutrients are becoming more rare. Plants, animals and especially humans have to adapt to survive.

Everyone with basic knowledge of biology knows that plants consume CO₂ and produce oxygen, we call it photosynthesis. Photosynthesis is what makes our planet livable due to it, the atmosphere was created and is maintained. The problem is that it requires certain conditions. Firstly plenty of water is needed, if the supply is low, the plant will start conserving it more, that means it will stop opening its pores, so water doesn't evaporate via them. Less pore opening means less CO₂ can get into a plant, thus being transformed into sugar, body mass or something else. This is called CO₂ fixation and it is one of the main mechanisms of how CO₂ gets out of the atmosphere. Higher temperatures have a similar effect, plants make thicker leaves as a protection from evaporation. Calculations say that this would add 6,39 billion metric tons of CO₂ into the atmosphere each year, which is

equivalent to over a half of the emissions of China, which is the biggest polluter. Another factor that affects plant functions is concentration of CO₂. Intuitively higher concentration means higher photosynthesis, however as always it is not that linear. Photosynthesis will grow to some extent, however there is a limitation of CO₂ concentration which makes it more effective, after reaching this limit, efficiency does not increase anymore. Second factor is photosynthetic acclimation. This describes that some plants will reduce their increased photosynthesis after being exposed to higher levels of CO₂ after some time. It does not happen to all plants, plus photosynthesis will still remain at least a bit higher than with lower CO₂ level. However this indicates that plants won't adapt as humans would need, and aren't the great saviours that we are looking for.

Second devastating effect will mostly affect regions like middle Africa where temperatures are already high. Plants that will grow in this area will display higher production of sugar when exposed to high temperatures. They will contain less nutrients essential for humans. Estimates are that 150 million people in the developing world will face a shortage of nutrients.

As less and less areas will be suitable for growing plants, the intuitive response would be to move fields more north where the climate will be similar to the one where plants grow nowadays. Explicitly moving farms from Czechia into Sweden etc. At the first sight it may seem like a genial idea, because the temperatures will most likely be ideal, plus there are plenty of water resources (at least so far). The problem is soil. Areas where wheat grows right now had thousands of years to develop nutrient-rich soil, by decomposition of plant matter. In mild climates 1 cm of fertile soils take 200-400 years to be created. For growing plants you need several centimetres, so it would take ages for the field to be fertile. Conclusion is that plant production won't be able to move, so it has to adapt.

Climate change and politics

"Politicians, please be brave and resist the temptation of lobbyists."

Responsibility, no one wants to take it, yet everybody would like to have someone with it. Politics is an inseparable part of global climate change, politicians are those who make policies that will affect our lives and future of our planet. They weigh between popularity and responsibility for climate change.

Political involvement is divided into two fields, domestic which is about implementing certain policies and international, where they create vision and world-plan—fighting— climate change. Regarding domestic policies they are often facing hard decisions whether to implement policy and lose some voters or not. People are the ones that will decide if the planet survives or not. So far it seems that the majority of people in developed countries haven't realised

how serious it is. Long term impacts are too far to be taken into account by common people. Short term impacts like catastrophes are mostly happening far away or we have enough resources to quickly recover after it. However, something has already been done, and many things are being implemented. In the following section two main mechanisms that are used to fight carbon emissions will be described.

Carbon credit system is well known in Europe, however it has been emerging in China, India and other countries. The main idea is the creation of a carbon market, where all emissions are counted at the beginning. The amount of CO₂ produced is then transformed into emission allowances which are proportionally given to companies. However some of them are left to be auctioned, so the prices go higher and polluting gets more expensive. These companies can then emit only as many CO₂ as the allowances allow them. If they need to emit more, they need to buy an allowance from which they do not emit that much. This way companies that reduce their carbon footprint can gain money as a reward, while polluters have to pay more. This itself wouldn't reduce CO₂ net emissions, for that reason the panel/committee that distributes allowances reduces their amount each year. Due to that every year less and less emissions occur and we can spot an overall decrease.

This is an effective way of reduction, however it is rather slow and presents several disadvantages. Companies which are under this system are losing competitive advantage towards those who are outside of it, because their expenses for production are significantly lower. This can be easily combated within the system by implementing a carbon border. Carbon border forces producers which aren't under the credit system to pay for the CO₂ emitted when importing into the carbon market. The price is determined by the price of allowances. Earned money is then used for green transformation. However when firms inside the carbon market want to export out of it, they still need to pay allowances, but they compete with other companies that do not have to, which sets their products at significantly higher price.

We are again getting to the point where people will decide about our climate. They are either going to buy cheap but heavy-polluting products or they have to pay more for something more sustainable.

Second most common policy is carbon tax. The implementation is significantly easier than creating a carbon market, that is probably the reason why over 60 countries implemented this system. The basic mechanism is built on pricing every ton of CO₂ emitted by price tag, producers then have to explicitly state how much CO₂ has been emitted during the production process and they pay the required amount of money.

This system also presents several problems. Main problem is that overall CO₂ production is not being lowered, because nobody can say stop emitting at some level, you just have to pay more money. In comparison with which credit system you also can't give them less

allowances, so they can still remain on the same level. Carbon tax is often improved as progressive taxation. Simply the price for each ton of CO₂ isn't the same, the more you produce the more expensive it gets.

Exercise: Debating the opposition to a carbon tax Cheat

sheet and set-up:

Opposition to a Carbon Tax: Key Actors and Arguments

1. The Energy Industry (Fossil Fuels)

Argument: Increased operational costs and reduced competitiveness due to higher taxes on carbon emissions.

Counterargument: A carbon tax incentivizes innovation in clean energy, potentially leading to long-term benefits for the industry through investment in sustainable energy sources.

2. Consumers and General Public

Argument: Concerns over increased prices for energy and goods, disproportionately affecting lower-income households.

Counterargument: Revenue from a carbon tax could be redistributed to mitigate the impact on consumers, especially vulnerable populations, through rebates or by funding public services.

3. Certain Governments and Political Leaders

Argument: Fear of economic disadvantage relative to countries without a carbon tax, leading to job losses and industry relocation.

Counterargument: International cooperation and border adjustments can level the playing field, while investment in green technology can create jobs and lead to economic diversification.

4. Small and Medium Enterprises (SMEs)

Argument: Disproportionate impact due to thinner profit margins and less flexibility to absorb or pass on additional costs.

Counterargument: Exemptions, lower rates for SMEs, or assistance programs can help mitigate the impact, encouraging SMEs to innovate and become more energy-efficient.

Exercise Structure

Preparation: create 5 sides. 1 side is in favour of a carbon tax, 4 sides take the roles assigned above. They are asked to prepare opening statements (5 mins), a rebuttal round against what they heard (4 minutes), and closing statements (2 mins).

Opening Statements

Each side presents their main arguments, laying out why they believe the opposition to a carbon tax is justified or misguided.

Rebuttal Round

Participants address the opposing side's arguments, using data, examples, and strategic counterpoints to strengthen their position.

Question and Answer (Q&A)

Teams or individuals ask each other questions, challenging them to defend their stance and think critically about their arguments' implications.

Closing Statements

Summarize the key points made during the debate, emphasizing the strength of the arguments and the importance of considering diverse perspectives.

Case Study: The Contradictions of Energy Politics in China

China's energy politics are just both by opponents and proponents of decisive action on climate change. The country still brings coal and gas plants online, but is also the world leader in solar panel installation. How can this contradiction be explained?

Economic Growth vs. Environmental Sustainability

Economic Growth Imperative: China's rapid industrialization and urbanization over the past few decades have been heavily reliant on coal, the most carbon-intensive fossil fuel. Coal accounts for a significant portion of China's energy mix, powering its economy to become the second-largest in the world. This reliance on coal has resulted in severe environmental degradation and health issues due to air pollution.

Push for Environmental Sustainability: In response to domestic and international pressure, China has made substantial investments in renewable energy sources such as wind, solar, and hydroelectric power. It leads the world in renewable energy production and investment, aiming to peak carbon emissions before 2030 and achieve carbon neutrality by 2060. However, the continued expansion of coal power in some regions highlights the ongoing struggle between economic objectives and environmental commitments.

Innovation vs. Legacy Systems

Innovation in Green Technology: China is at the forefront of green technology, including electric vehicles (EVs), battery storage, and renewable energy technologies. These sectors have received significant state support, showcasing China's potential to lead a global energy transition.

Struggle with Legacy Systems: Despite these advancements, China's energy sector is still dominated by state-owned enterprises (SOEs) with vested interests in traditional energy sources. These legacy systems and their associated bureaucracies often resist change, slowing the transition to cleaner energy sources.

Geopolitical Strategy

Energy Imports and Security: China's energy strategy is also influenced by its need to secure stable energy imports, particularly oil and gas, from politically volatile regions. This dependency has shaped its foreign policy and investment strategies, including the Belt and Road Initiative (BRI), which seeks to secure energy resources and routes globally.

Exporting Energy Technology: As part of its geopolitical strategy, China exports its renewable energy technology and infrastructure development capabilities. This not only opens new markets for Chinese companies but also increases its influence in the global energy landscape.

New Global Learning



News, Noise, and Neutrality

Noise, news, and neutrality

PREVIEW

“He who controls the media controls the minds of the public” allegedly said by Noam Chomsky.

Though the famous linguist probably had political influence in mind, there is no doubt, that nowadays the one who controls the media significantly controls nearly every area of life. The majority of people consume their news first thing in the morning on their smartphones and continue to consume news and receive information throughout the day for more time than ever before. Media providers and platforms like Facebook, Instagram and Twitter know better our personality, prejudices and desires than we know ourselves and can make us sad or happy (as they tried) or make us vote one way or the other (as they did). Social media are major means of communication, a source of social division, a place where neverending fruitless political debates, as well as revolution organization, take place. Debate educators as well as debaters might struggle with the volume and complexity of information required to discuss and analyze the area of media, news, noise, and neutrality. At the same time debating news and media become an essential part of any other debate, because it always boils down to the facts people believe and the biases they share.

This module is created to deliver essential information on the area (with definitions, case studies, and examples), provide practice ideas for exercises and debates as well as expand debate education further than just arguments. Students and educators are encouraged in this guide to doublecheck their news consumption habits, and media outlets' biases and propose their own original ideas on the matter of fake news and more.

KEY ISSUES AND CONCEPTS

The module covers the following areas and questions:

- What are the media? What functions do media serve in society?
- What is the history and evolution of media? What were the most important factors that did play a role in media transformation? How does it help in the interpretation of the present media landscape?
- What is a confirmation bias? How do people consume news and why? How does it shape journalism?
- What is the communication noise? What is fake news? What is the real-world impact of fake news? What are the ways to combat fake news?
- What is media neutrality? What are the incentives and interests of different media stakeholders? What are the different approaches to achieving media neutrality and objectivity?
- What are the recent developments in media? What are the trends? What is to be expected in the media market? What are the most common debates about media, news, neutrality and noise?

Key concepts

- Media** - the main means of mass communication (broadcasting, publishing, and the internet) regarded collectively (Oxford Dictionary, 2022).
- News cycle** - a period from one broadcast (e.g. news program) or printing to the next. A term is also used to indicate the “lifetime” of a particular news from the first report to the last one. For example “24h news cycle” might mean either that news is presented constantly (full day and night live news programs) or that a particular piece of news is dropped the next day because there is other “fresher” news.
- Tabloidization** - a process of transformation of media toward a tabloid format, which is more sensational, focused on entertainment, exploiting attention and emotions at a cost of merit, truth and quality
- Gatekeeper** - a person, group or entity who controls access to particular resources and opportunities. In the context of media, it is usually identified with the news outlets (like newspaper editor) or platforms (like Twitter). Democratization of the

media caused gatekeepers to lose their influence.

- E. **Information bubble (also a filter bubble)** - a situation in which someone only hears or sees news and information that supports what they already believe and like, especially a situation created on the internet as a result of algorithms that choose the results of someone's searches (Cambridge Dictionary, 2022)

- F. **Fake news** - false stories that appear to be news, spread on the internet or using other media, usually created to influence political views or as a joke (Cambridge Dictionary, 2022) .

- G. **Disinformation** - false or misleading content that is spread with an intention to deceive or secure economic or political gain, and which may cause public harm (European Commission 2022).

- H. **Misinformation** - false or misleading content shared without harmful intent though the effects can be still harmful(European Commission 2022).

FUNDAMENTALS OF DEBATING MASS MEDIA

What is media? If you ask 2 people, you would hear 3 opinions. Some would say it is the fourth estate, some would say it is an extremely profitable business and finally, some would argue it is maybe the fundamental means of social information and communication. All of them would be right because media as means of mass communication (such as newspapers, radio, television, and Internet) can play a variety of roles, which are sources of their power, but also the reason for concern and subject to important debates.

In literature, there are four essential functions of media recognized:

- Information
- Entertainment

- Public forum and
- Watchdog.

The first one is the informative role. Acquiring, selecting, and distributing information to society in form of news, articles, book, documentaries as well as opinion pieces, debates, political advertisements etc. The question of to what extent this role is or can be actually fulfilled is open to discussion. Democratization of media due to the Internet and social media transformed the role of gatekeepers, transparency of information and accountability mechanisms. With the rising problem of misinformation and disinformation, there is a significant field for challenges and debates regarding the informative role of media

Media provide entertainment and while in the past the distinction between information (like news programs) and entertainment (like movies, plays, concerts, tv shows) was more clear, nowadays it became problematic. Broadcasters and providers noticed that use of entertainment techniques, storytelling, and appeal to emotion increases the attention of recipients, which created phenomenons of tabloidization or infotainment. The 24h news cycles introduced even more opportunities to cover news like stories or movies with constant action, breaking news, and neverending duel of protagonists and antagonists. Entertainment both increases attention and can decrease the quality of news narratives, which creates another area of debate. For example do satire and irony, used to comment on most important events in late-night shows, cause more harm or good?

Another function of media is the public forum for opinions. As in ancient Greece, the agora was an official forum for any citizen interested to speak out, media are assumed to provide this platform to anybody in society. This is theory. The practice raises multiple challenges and questions on the role and interests of gatekeepers and their transformation due to social media, as well as on the matter of acceptable and unacceptable opinions in public area (like “No platform” movement or cancel culture).

Moreover, media as the watchdog for politicians and business is probably one of the most important functions of democracy. Media are supposed to ask important and challenging questions, investigate, and disclose power abuse and malpractice. Given the abovementioned considerations, it is clear that the role is far from perfect. Media are dependent on funding, advertisement, interests of owners, attention and political opinion of their viewers, as well as their journalists' or employees' biases. Additionally, the rising influence of social media platforms like Facebook, Instagram, Twitter or TikTok presents a new set of questions not only about who is watching business and politics but also about who should watch the watchmen.

Exercise for a debate class:

Visit students' favorite news sites and pick any news, that will get their attention. What roles and how does the news play? Is it more informative or entertaining? Does it provide a public forum to new stakeholders or minorities or stick to mainstream voices? To what extent does it serve as a watchdog? Rewrite the news, so it serves different purposes. What would be the impact of the rewritten news?

Exercise for a debate class:

Debates are used to boil down to fundamental claims, which are called the first principles. First principles assist students to identify major disagreements (clashes) and build better arguments in a shorter time. Analyze the motions below and ask the group:

- a) Which functions of media are the most relevant for the debate?*
- b) How do different functions clash with each other?*
- c) How is it possible to weigh one function over the other?*

Motions for practice:

This House regrets the rise of comedy shows with journalistic content as a prominent news source (e.g. John Oliver, Stephen Colbert, Trevor Noah, Samantha Bee)

This House would force all news organizations to operate as non-profits

This House would introduce gender quotas in broadcasted debates

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

History and development of newspapers, radio and TV

How do we consume news? Our grand-grandparents would mention reading one newspaper and maybe listening to the radio station for 30 to 60 minutes a day. Our parents would add major news websites and TV channels and probably more time. Even though the pattern is clear, it is also drastically changing and more confusing in the last 30 years with the development of the Internet and social media, where instead of a few channels and stations people stick to platforms and infinite numbers of news providers.

The evolution of media has been more complex and exploring it might help us to better understand the status quo. Moreover, it delivers numerous cases and examples to support arguments and debates today.

The beginning of mass communication (so communicating the same message to the high amount of people) is usually marked with the invention of the movable type printing press by Johannes Gutenberg. However, the real “mass effect” was caused by the application of the steam engine and the actual industrialization of press printing in the XIX century. Industrialization lowered the cost of information distribution, factory workers gained more free time and more money, which they could have used for newspapers. Leisure time requires also a different set of articles, which is why the development of penny papers (the “ancestors” of the modern tabloids) was observed closely to the development of newspapers.

In the early XX century radio gained in popularity. It was cheap, it provided a more sophisticated experience for listeners, and it allowed real-time programs (or advertisements) for millions of citizens as well as effective propaganda content for politicians. Since radio shaped common experiences and desires in society, the sense of commonality, as well as growing consumerism, were also formed at the time. An interesting example of radio influence was supposedly observed on October 30th, 1938 during the radio show called “War of the Worlds” aired in the CBS Radio Network. Listeners enjoying music were interrupted by a special news program about extraordinary events in New York, which later

appeared to be the Martian Invasion. The “reporter” covered all the events from the roof of the Empire State Building with the church bells in the background. The narrative and realization were so realistic that some people believed it to be a true invasion. As a result, the police interrupted the show, and majors of towns called to stop the programme due to the mobs it created on the streets. The radio show is an illustrative example of the impact radio had even though some of the public reactions and following events are questioned by researchers.

While radio was definitely ruling the media market before the 1940s, after the Second World War, television “killed the radio star”. It provided both visual and auditory stimulation which was essential for consumers and advertisers. The advantages of radio and television paved the way for a new model of news consumption. In the newspapers, gatekeepers controlled the content delivered to a reader but were not able to control the moment of reading it. Radio and TV broadcasters were able to control both content and moment of consumption because if you missed a program, you cannot watch it later. You lost it. Now gatekeepers can “force” viewers to consume media at a specific moment and benefit from advertisements displayed to the right target at the right time. Moreover, news reports become an important point in the daily broadcasting agenda, because if a person misses the report, they might miss important and fresh information and they would need to wait till the next program. This phenomenon is called the news cycle and created a demand for news updates, but also resulted in an increased supply of information to satisfy the listeners’ needs and keep them engaged.

Popularization of cable television and specialized news programs led in 80s and 90s to breaking regular news cycles and continuous news reporting for 24/7. Previously news was distributed once a day (e.g. morning newspaper distribution) or several times a day (e.g. news reports in the morning, afternoon and the evening) or more often with a 30-60 minutes break between news reports in the radio or television. Increasing competition for viewers, advertisers and globalization created an incentive to present news first before the other outlets and keep a viewer engaged for longer. For example reporting about forest fires would be covered for six hours instead of three times a day, one minute each.

Exercise for a debate class

Read the motion and lead a discussion with following questions: TH regrets the rise of 24 hour news culture

What are the examples of news outlets with 24 hours news cycle?

What are the examples of media that don't report 24/7?

What role does the Internet play in 24 hour news culture?

What are the advantages of constant reporting? Which stakeholder does benefit most?

What are the disadvantages of 24 hours news culture? Which stakeholder is harmed most?

What are the implications of constant reporting on:

Selection of stories

Coverage of stories

Consumer habits

The Internet

The invention and massive access to the Internet were another game-changer in the market. Anyone can broadcast or provide news or comment or share content and the costs of news production, distribution, and consumption are close to zero. The Internet and later the development of the social media played the most important role in the news market.

According to various reports, social media are the primary source of news for around 40 - 80% of societies depending on the country, gender, race, age, and political affiliation. The most common social media news sources are Facebook, Reddit, Instagram, Twitter, Youtube, LinkedIn. Less than 35 percent of adults in Europe considered social networks to be trustworthy in this respect, yet more than 50 percent of adults in Portugal, Poland, Romania, Hungary, Bulgaria, Slovakia and Croatia said that they got their news on social media.¹

Due to the dominance of social media as a news source more and more people are living in their own, even stronger echo chambers when they get familiar with the news predominantly confirming their previously held views. It is possible thanks to platform algorithms, which analyze our actions and behavior, estimate a personalized profile and present tailored content. On one hand, it could benefit users, because they are served with the most suitable and interesting information for them. For example, a liberal user finds their favorite left-leaning influencers and does not need to deal with the extreme right. On the other hand, it created an enormous source of conformity and social division. If every single newsfeed is different, therefore our perception of reality is totally different and we don't agree purely with the opinion, but also with the basic facts and understanding of the world.

Exercise for a debate class

Read the motion and lead a discussion with the following questions: THR social media being the primary source of news

- *If traditional media would still be the primary source of news, how would they evolve and look like at this point?*
- *What are the key differences between social media and traditional media with regard to news consumption?*
 - *What are the changes in terms of the amount, frequency, variety, velocity, and context (place, time, occasion) of news consumption?*

¹ Amy Watson, Statista.com, 2022 Access: <https://www.statista.com/statistics/718019/social-media-news-source/> *How interaction with news does vary from traditional media consumption?*

- *Are people more like to consume the news that confirms their views or are they more open to new perspectives?*
- *In what way access to credible news has changed?*
- *Do means of news influence the content of news? How?*
- *How social media does influence major purposes of media (information, entertainment, public forum and watchdog)?*

Platforms' ability to gather data on users' behaviors and characteristics opened a new ocean of opportunities for political and commercial advertising with the most famous scandal of Cambridge Analytica and the Brexit referendum. In these cases, algorithms could create a highly personalized profile of a user based on the advanced data set and predict what type of political message would be the most effective in convincing the user to vote in a particular way. The problem with the Cambridge Analytica case was threefold:

- a) Users did not consent to such data use, were not informed about it, and were not even aware of the political profiling exploiting their own biases. The sophistication of the algorithm was supposed to estimate the person's patterns and political sensitivity better than the actual person.
- b) The messages were often highly emotive (like instilling fear or hate) and misinforming e.g. pictures of supposed immigrants committing crimes
- c) The data used by Cambridge Analytica was illegally obtained.

The development of media is strictly connected with the evolution of technology and society. The ability to connect with broader masses in an easier and more effective way at a cheaper cost shaped the political opinions and lifestyles of billions of people. This opportunity improved life in numerous ways, but also created new risks and dangers. The increased access to information has not determined the veracity and quality of the information. Communication noise and fake news

Communication noise is anything that influences the interpretation of a message in communication. It might be literally a sound in the background that makes it difficult to understand what someone says. However, for the purpose of this module, noise should be interpreted as psychological noise, which refers to biases, stereotypes, prejudices and feelings that make our perception of a message different than others. For example, if a person watches a favorite news show on TV, they are likely to believe and agree with the presented information, while the same information presented in the competition outlet would be approached more skeptically or even denied.

One of the most important mechanisms explaining psychological noise in media and news consumption is confirmation bias, which means a tendency to process information by looking for, or interpreting, information that is consistent with one's existing beliefs (Britannica 2022). Basically, it refers to a situation when people are more likely to notice, remember and rely on information that confirms their preexisting beliefs and less likely to notice, remember and regard information that confronts it. In terms of media consumption echo chambers and information bubbles are phenomena based on confirmation bias theory.

Another aspect of communication noise that rose in the last years is fake news. Fake news means false stories that appear to be news, spread on the internet or using other media, usually created to influence political views or as a joke (Cambridge Dictionary, 2022). Fake news is distributed for political (power, votes), social (popularity, validation) or economic (profits from advertising) gain.

Even though the term "fake news" is dated back to 1890s (Merriam-Webster Dictionary, 2018), when it meant simply false information printed as news, the first "fake news", called "The Great Moon Hoax" by the Sun appeared earlier in 1835 and some indicates even XV century for its origins. It might be claimed that the fake news problem is as old as any sort of media, because it evolves around the concept of truth and objectivity, which are obviously subject to a neverending debate.

Regardless of its origin and long history, the phenomenon entered public discourse as a serious concern in 2017 due to the US presidential election and later the title of the "word of the year" by the Collins publisher. The reason behind the increased popularity of the

phenomenon is to be found in an interplay between social media algorithms, advertising systems and high interest in the elections. All those ingredients made it possible for basically anyone to create, massively distribute and profit from fake news.

The technological development and rising popularity of social media caused fake news to be easily produced, easily distributed and easily misidentified as real stories. As an example, Youtube's algorithm was found to be optimized for sensational, divisive videos usually supporting Donald Trump and damaging Hilary Clinton (Lewis 2018). In order to increase audience reach and responsiveness strong emotional messages, familiarity as well as division and conflict are used in fake news.

Fake news are widespread and very rarely verified. In 2021, 47% of all people aged 16-74 years in the EU saw untrue or doubtful information on news websites or social media during the 3 months prior to the survey. However, only around a quarter (23%) of people verified the truthfulness of the information or content.² One prominent example of disinformation influence was the 2016 elections in the US, where researchers found Facebook the key vector of exposure to fake news (Guess, Nyhan, & Reifler, 2018).

It is not settled why some people are more likely to verify fake news rather than believe, respond, and share them than others. While political affiliation, identity bias and low trust in mainstream media are often mentioned as the prior factors, new research provided evidence and explanation that a chance to reflect on information (using the slow and rational mode of thinking rather than an intuitive one) is much more critical for that effect than personal alignment³. This

² Eurostat, 2021, <https://ec.europa.eu/eurostat/web/products-eurostat-news/-/ddn-20211216-3>

³ G. Pennycook, D. G. Rand, The Psychology of Fake News, 2021, Trends in Cognitive Sciences, <https://doi.org/10.1016/j.tics.2021.02.007>

conclusion may lead to further analysis on what are the most efficient ways to fight disinformation.

Among the variety of attempted fake news combating methods are:

- legal bans (e.g. Germany, France) and prosecution (e.g. Turkey, India, Greece)
- cutting off advertising of fake news distributors (e.g. Facebook and Google)
- use of algorithms to downplay false or suspicious feed,
- factchecking and labeling (e.g. Twitter and Facebook),
- crowd-sourced fact-checking (by users, not by experts)
- publisher vivid labeling,
- prebunking (inoculation techniques - explaining ways of manipulation used in fake news).

Exercise for a debate class

Narrative: Students, as the world-leading experts in the field, were selected by the United Nations to solve the rising problem of fake news, which is one of the crucial challenges of the globe. Unfortunately, time is scarce and they need to come up with the ultimate solution within 30/45/60 minutes. They can create their own proposals or use the ones suggested above.

However, the ultimate policies need to be possible to implement. Through arguments and debate students have to come up with the best option to go.

You can use the “snowball” exercise to facilitate the discussion. Students are first paired to debate and choose the best solution within a pair. Later pairs are merged, exchange ideas and come up with the one solution for the group of four. Repeat merges by the time there are only two groups formed. Finally, the two final groups face each other in an open debate, evaluated by the teacher.

Spreading falsehood for individual interest developed instantly from single poor jokes with clickbait headlines for getting clicks into the organized methods of disinformation e.g in a

form of troll farms. The sophistication of lying has also changed. Fake news sites are mixed with real stories to gain credibility and photo editing or deep fake videos made it incredibly difficult for citizens to spot and distinguish truth from falsehood. Due to the complexity of the phenomenon and the fact that fake news appears to be not only in the form of the purported news the European Union (EU) report from the independent High Level Expert Group on fake news and online disinformation has suggested to abandon the term “fake news” and use “disinformation” defined as “false, inaccurate, or misleading information designed, presented and promoted to intentionally cause public harm or for profit”.

Disinformation is constantly evolving into more sophisticated forms, among which some are worth the notice:

Deep fakes - artificially created media, often with the use of algorithms, machine learning, and artificial intelligence, which use existing image and voice of a particular person and merge it to the extent it is difficult to distinguish if it is authentic e.g. a dictator speaking about democracy and freedom, Barack Obama doing a stand-up comedy.

Troll farms - groups of real or fake users organized to achieve malignous political, economic or other gains through e.g. misinformation in comments, posts, messages, sharing information, graphics, photos, memes etc. So-called keyboard armies are reported to be used by numerous countries for propaganda or attacking critics and opposition. Troll farms are known to be used to question the fairness of the electoral process in the US, undermine COVID-19 policies and used against political rivals in Brazil among many other examples.

Exercise for a debate class

Ask students to prepare and print two pieces of news: one real, and the fake one. Put them all in a hat and take them out one by one.

- Are students able to spot, which one is real and which one is fake?
- What does it make so difficult or easy?
- What are the mechanisms used by creators to deceive users?

Guidelines for trainers

Students are likely to be familiar with the term “fake news”, but might struggle with the definition and scope of the subject. Therefore a trainer should consider:

- Presenting or discussing differences between fake news, disinformation and misinformation
- Referring to students' experiences (e.g. discussing TikTok or Instagram algorithms, generating user data processed by platforms, sharing stories of fake news students found online) and real-life examples of fake news and combating methods

Moreover, students often fall into simplification (e.g. “people who believe fake news are stupid”) and slippery slope fallacy, arguing that contact with fake news leads to direct and inherent consequences like supporting one’s party, believing conspiracy theories or another “Brexit”. A trainer should use critical thinking questions to examine presented causal chains and provide nuanced perspectives to students.

Neutrality

Due to media’s social importance and enormous power to influence every aspect of life the bias of the media is subject to heated and never-ending debates. Therefore it is vital to recognize and analyze various, supplementary as well as conflicting interests of the media stakeholders make up for the bias.

Media owners.

Owners control the media to the highest extent. They gain profits and incur losses from media operations and are able to significantly influence the media governing body (e.g. board of directors, editor-in-chief). The owner can open, suspend, transform, sell or close the media outlet. There are generally three groups of media owners on the market.

- a) State e.g. in public television like BBC in UK, TVP in Poland, **Deutsche Welle** in Germany. There is a strong interest for the public to own media to increase the highest accessibility to information and ensure the proper quality of information. State-owned media demonstrate various levels of bias and neutrality from being propaganda tools for the ruling party to the standard of excellent objectivity.

- b) Private owners:
 - i) individuals (Elon Musk - Twitter, Jeff Bezos - Washington Post)
 - ii) families (e.g. Murdoch Family in Fox News, Shaw family in Canada)
 - iii) private firms (e.g. Axel Springer, AT&T),
 - iv) shareholders,
 - v) employees (media cooperatives e.g. il manifesto in Italy).

Private ownership is the most common type of ownership and it increases every year due to media concentration. Among the largest conglomerates of media following enterprises are found: Comcast (NBC, Sky, Universal Studios), The Walt Disney Company (ABC, ESPN, Lucas studio), Warner Bros. Discovery (CNN, HBO, DC).

- c) Special interests groups
 - i) trade unions,
 - ii) political parties,
 - iii) churches,
 - iv) NGOs
 - v) business associations.

Owners might have their own values, agenda and interests. For example, the most important driver for private owners is profit, but the interests are much broader e.g. direct and indirect political and social influence, advertising, influence over narrative and regulation. In the case of public discussion about increasing inequalities and taxing billionaires, the media owned by the billionaires might have conflicting interests and also an active incentive to criticize such regulation.

Consumers (users, listeners, viewers, readers)

Consumers are central to the media, its functions, and its business model. Media without consumers are worthless in all senses. Therefore media owners and employees make active efforts to understand users' preferences and behaviors as well as cater to these needs, biases and actions. In exchange for information, entertainment, the opportunity to participate in social life, or for their watchdog position, a consumer contributes in different ways like:

- a) payment (single one, regular, subscription),
- b) attention and engagement (through sponsored ads, which generate sales for sponsors or political support for parties or other stakeholders),
- c) data (which e.g. Facebook or news outlets gather on their users and is able to monetize later through direct sales, personalized ads etc.).

Moreover, consumers are becoming more and engaged in the production and distribution of media through comments, polls, direct calls or sharing content. Some of the consumers become citizen journalists, who create and share their own content and build their own independent users base.

Employees and journalists

Individuals working for media outlets should (in theory) acts in the interest of the employer (the media owner). Therefore their objectivity is reliant on the agenda and policy of the organization. However, journalists can also benefit also from their personal brand and are able to change an employer or establish their own independent media stream (like a podcast, Instagram account, or newsletter). The interest of journalists is to provide news valuable to a consumer, but also to themselves or their employers. For example, tabloidization of the news is partially caused by journalists' incentive to create so-called click baits and emotive articles, because ads are sold based on clicks, time spent on the website and user engagement. The interests of the journalists and the consumers contradict and supplement each other at the same time.

Media strategic partners

Media and journalists rely heavily on numerous actors to achieve their goals.

- A) News sources like politicians, businessmen, spokespersons, public figures, and informants. Their interests might conflict with the interests of the general public or a journalist. For example, a journalist that relies on direct information from the Prime Minister is not likely to openly criticize them, because it will lose its source.

- B) Ads providers and sponsors, who usually provide the vast majority of revenue that allows for media operations in the first place. Ad providers might be interested in commercial ads, but also in social or political advertisements.

Special and new stakeholders

A) **Platforms** - like Facebook, Twitter, TikTok, Instagram etc., which connect consumers and providers, but do it in a way fully controlled by them (through algorithms and decisions) and is not transparent or checked. For example, in one experiment Facebook manipulated the newsfeeds of the users to invoke specific emotions or Twitter banned Donald Trump's account without any option to defend. Due to their international popularity and technological complexity, platforms are difficult to be regulated by democratic states, which are subject to ongoing procedures in the European Union and other countries.

B) **Influencers** - informal persons operating mostly online with their own fan base, monetization and theme. Influencers earn through advertising, product placement, paid cooperation, and other activities. One of the key problems with influencers is that there is

little control over their authority (no formal requirements or qualifications to become one), quality of information, and transparency (few requirements and norms about revealing commercial interests, affiliation, contracts etc.), which could make them both highly useful and independent (e.g. awareness campaigns about climate policy problems) as well as highly manipulative and exploitative (e.g. selling fake medicine and promoting anti-science)

Neutrality in media

Regardless of the complexity of the stakeholder interests there have been some attempts to increase the neutrality and objectivity of the media.

Case study - Fairness Doctrine

The Fairness Doctrine was introduced in 1949 in the USA as a policy intended to ensure fair representation of diverse voices and balanced coverage of controversial issues in broadcasting programs. Due to the limited broadcasting spectrum at the time, the broadcasters were able to significantly control freedom of speech and public debate. The doctrine did not compel stations to provide equal time for all, but only to present contrasting viewpoints. The Fairness Doctrine was used and abused for particular gains in the past. For example, some politicians demanded broadcasting their criticism or rebuttal in a way, that made it so problematic and burdensome for stations, that a broadcaster would rather drop the program than apply the Fairness Doctrine.

While the Fairness Doctrine was not perfectly applied in the past, it does not mean it could not be rectified and reintroduced.

Case study - Awareness Doctrine

The Awareness Doctrine requires distributors to create a state-approved “rating system to distinguish reporting from opinion and to inform the public when it is watching one or the other”. The idea comes from an analogy to TV Parental Guidelines, which appeared to be a successful quasi-self-regulation. There are plenty of advantages of the Awareness Doctrine

such as easy adoption, less noncompliance, lack of backlash or government abuse, adaptability to new technologies.

Case study - Impartiality rule

Some news outlets installed their own neutrality rules. For example:

A) BBC (Editorial Guidelines, Section 4) - “more than a simple matter of ‘balance’ between opposing viewpoints. We must be inclusive, considering the broad perspective and ensuring that the existence of a range of views is appropriately reflected. It does not require absolute neutrality on every issue or detachment from fundamental democratic principles, such as the right to vote, freedom of expression and the rule of law. We are committed to reflecting a wide range of subject matter and perspectives across our output as a whole and over an appropriate timeframe so that no significant strand of thought is under-represented or omitted.”

B) Los Angeles Times (Ethics Guidelines) - “A fair-minded reader of Times news coverage should not be able to discern the private opinions of those who contributed to that coverage, or to infer that the organization is promoting any agenda[...]In covering contentious matters — strikes, abortion, gun control and the like — we seek out intelligent, articulate views from all perspectives. Reporters should try genuinely to understand all points of view, rather than simply grab quick quotations to create a semblance of balance[...] People who will be shown in an adverse light must be given a meaningful opportunity to defend themselves”

Case study - Allsides.com

Allsides.com is a website with news coverage gathered from at least three different sources with three different leanings (Left, Center and Right). The idea behind the site is to ensure a variety of perspectives on the events and through confrontation and comparison of conflicting perspectives achieve better objectivity and neutrality.

Case study - Anonymous authors The Economist, a liberal UK-based newspaper, holds a long-standing practice of articles without the byline (names and surnames of the authors), with few exceptions, in order to speak as one collective voice of the paper. This technique intended to avoid focusing on the bias and personal opinion of the individual writers was also criticized for its manipulative nature. The articles seem more objective, but the bias of the newspaper is widely known and declared to be liberal.

Case study - False equivalence

In the research "The relevance of impartial news in a polarised world" conducted by the Reuters Institute for the Study of Journalism, (University of Oxford October 2021) most respondents share they expect neutrality from media and providing equal time and space for different sides of an issue. Confronted with a case about a "false equivalence", where scientifically backed opinion is presented along the one without such evidence (e.g. climate scientists vs climate deniers), the respondents still supported the opportunity to listen to all views.

Exercise for a debate class

Ask students to share their news sources (newspapers, social media profiles, television, radio programs, podcasts, newsletters, etc.) and to put them (in groups) on the political bias chart.

Follow the activity with discussion:

Present the report on the same event, but produced by different news sources. What are the differences? Why? How does it influence the consumer? How would the objective "version" look like?

Investigate reasons for the biases in the particular news sources. Why New York

c) How should we consume media to be more objective and form a proper opinion about the world events? What are the good and bad practices?

CURRENT AFFAIRS AND DEVELOPMENTS

Metaverse

Metaverse is a virtual world where humans, as avatars, interact with each other in a three-dimensional space that mimics reality (Cambridge Dictionary 2022). Metaverse uses the Internet as well as virtual and augmented reality (VR & AR) headsets. Numerous large technological companies work on the development and commercial application of the metaverse.

Rand Waltzman in the Washington Post (August 22, 2022):

“[...] Here’s a plausible scenario that could soon take place in the metaverse, the online virtual reality environments under rapid development by Mark Zuckerberg and other tech entrepreneurs: A political candidate is giving a speech to millions of people. While each viewer thinks they are seeing the same version of the candidate, in virtual reality they are actually each seeing a slightly different version. For each and every viewer, the candidate’s face has been subtly modified to resemble the viewer. [...]

That is both good news and terrible news. Good, because it will allow for better communication. Terrible, because it will open users to the full range of deceptive influence techniques used in the physical world — and to what might be even more intense, virtual versions of them.

The metaverse will usher in a new age of mass customization of influence and manipulation. It will provide a powerful set of tools to manipulate us effectively and efficiently. Even moreremarkable will be the ability to combine tailored individual and mass manipulation in a way that has never before been possible [...]”

Motion for the debate: This House believes that metaverses will do more harm than good

Trump, Musk and Twitter

Seth Fiegerman for CNN Business (November 20, 2022):

“With his decision on Saturday to restore the personal Twitter account of former President Donald Trump nearly two years after it was permanently banned, Elon Musk could plunge Twitter deeper into chaos — and that may be the point [...]

Some advertisers had previously indicated they could halt spending on the platform if Trump were to be reinstated, potentially dealing a further blow to a company that generates nearly all of its revenue from advertising.

Before buying Twitter, Musk had repeatedly said he would reinstate Trump’s account and rethink the platform’s approach to permanent bans as part of his maximalist vision for “free speech.” But Musk also sought to reassure brands and users that he would establish a “content moderation council” to determine whether Trump and other banned account holders would be brought back on the platform.

There is no indication that group was even established, let alone involved in the decision to restore Trump. Instead, Musk tweeted a poll Friday, asking followers to vote whether or not to restore Trump’s account. “Yes” won, and Musk tweeted Saturday: “The people have spoken. Trump will be reinstated. [...]

Throughout his time as president, Trump was the most high-profile and often the most controversial user on the platform, forcing Twitter to think about how it should handle a sitting world leader taunting North Korea with threats of nuclear destruction (allowed) and

encouraging a violent pro-Trump mob to attack the US Capitol on January 6, 2021 (which got him banned).”

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

Business models transformation

Free access to information and online social media dominance in news consumption forced media outlets and platforms to rethink their business models and revenue streams based predominantly on advertisement. Successful examples like New York Times, which prioritized its subscriptions (esp. digital subscriptions) over ads paved the way for other newspapers but also pushed social media companies to rethink their strategy. The costs, revenues, and incentives were the core reason for the evolution of the media and its content. What would be the consequences of subscription-based media?

Laura Forman in the Wall Street Journal (Oct. 31, 2022):

“Consumers are spending a record number of hours on social media, but the platforms have had difficulties profiting off of your time lately. Long booming online ads businesses, historically the predominant way social-media companies made money, have cratered this year thanks to a weakening economy and Apple’s ad tracking changes that have made it more difficult for platforms to demonstrate return on advertisers’ investments

[...] Will the social platform with the most users (Meta, collectively) be best at the subscription game? Or the one that enjoys the most time spent (ByteDance’s TikTok)? Or maybe the one used for work rather than for play (Elon Musk’s Twitter)? If the online dating industry has taught us anything, consumers will probably continue to dabble in many but opt to pay for the one or two that they care about most at any given time.

That would suggest total user numbers might be less relevant than engagement.

[...]Subscribers might never be as lucrative to social media platforms as their advertisers, but the sector will struggle to grow without them.”

Motion for the debate: This House prefers ad-based models over subscription-based models for funding news media outlets

SUMMARY

1. Media serves four important roles:
 - a. Information
 - b. Entertainment
 - c. Public forum
 - d. Watchdog

2. Media evolved and changed mostly thanks to technological advancements, which resulted in lower costs of production and distribution of news as well as because of social transformations, which allowed people to spend more time on leisure and social or political engagement.

3. Fake news is a part of disinformation, which exploits similarity to the news format, strong emotive messages, users prejudices and biases as well as its virality and difficulty to moderate enormous amounts of information. There are competing and supplementary solutions tested across the globe e.g. preventive algorithms, labeling, crowdsourcing or legal bans.

4. Among the most important stakeholders in the media market are
 - a. Media owners (state, private owners, special groups of interests)
 - b. Media consumers
 - c. Media employees (incl. journalists)
 - d. Media strategic partners (sources, informants, sponsors) New media stakeholders (e.g. influencers, platforms)

5. Neutrality and objectivity in media is an expected ideal impossible to achieve due to inherent biases, conflicting and strong interests, and incentives as well as the complex nature of truth and reality. There variety of applied models for neutrality (e.g. BBC impartiality rule, Fairness Doctrine, AllSides.com, etc.)

OTHER MOTIONS TO BE USED IN THE CLASSROOM

- 1) This House prefers social media (e.g. Facebook) to manipulate users' news feeds in order to promote contents that are opposed to their beliefs.
- 2) This House prefers a world where all news outlets disclose their political leanings and abandon impartiality
- 3) This House prefers a world without state-funded news organizations (e.g. SABC, BBC, AlJazeera, Deutsche Welle, etc.)
- 4) This House would ban political advertising on social media
- 5) This House would prosecute production, distribution and sharing of the fake news
- 6) This House believes that social media (e.g. Facebook, Twitter), should actively remove content they deem to be fake news from their platforms
- 7) This House believes that progressive activists should use deepfakes to advance their cause
- 8) This House would impose gender quotas in the media debates
- 9) This House believes that CEOs of major news companies should be democratically elected
- 10) This House prefers ad-based models over subscription-based models for funding news media outlets
- 11) This House would require social media platforms to pay news publishers for sharing their stories.
- 12) This House would ban media coverage of ongoing celebrity trials

FURTHER READING

Understanding Media and Culture: An Introduction to Mass Communication, 2016, University of Minnesota Libraries Publishing, <https://open.lib.umn.edu/mediaandculture/>

- 2021 World Press Freedom Index
<https://rsf.org/en/2021-world-press-freedom-index-journalism-vaccine-against-disinformation-blocked-more-130-countries>
- Fake News, Bente Kalsnes, 2018, Oxford Research Encyclopaedia,
<https://doi.org/10.1093/acrefore/9780190228613.013.809> Access:
<https://oxfordre.com/communication/communication/view/10.1093/acrefore/9780190228613.001.0001/acrefore-9780190228613-e-809>
- Digital News Report 2022
<https://reutersinstitute.politics.ox.ac.uk/digital-news-report/2022>
- Index of US Mainstream Media Ownership:
<https://projects.iq.harvard.edu/futureofmedia/index-us-mainstream-media-ownership>

New Global Learning



Identity, Culture, Religion, and
Border Crossings

Identity, Culture, Religion, and Border Crossings

Building an appreciation for diversity and the capacity for solidarity, creating the space for young peoples to see how their own identities are related to currents of power and privilege.

Introduction:

In a world that is becoming increasingly diverse, it is important for young people to develop an understanding and appreciation of different cultures, religions, and identities. This module explores the complex interplay between these concepts and the ways in which they intersect with power and privilege. By engaging with these issues, students will develop the capacity for solidarity with others who may have different backgrounds and perspectives.

The module is structured around three key themes: identity, culture, and religion. Each theme will be explored through the lens of border crossings, which can take many different forms, including physical borders, cultural boundaries, and social hierarchies. Through a series of interactive activities, discussions, and reflective exercises, students will explore questions such as:

- What factors shape our identities, and how do these identities intersect with power and privilege?
- What is culture, and how do different cultural practices shape our experiences of the world?
- What role does religion play in shaping individual and collective identities, and how does it intersect with other forms of power and privilege?
- How do border crossings, both physical and symbolic, impact our identities, cultures, and religions?
- How can we develop a deeper understanding and appreciation of diversity, and use this understanding to promote social justice and solidarity?

Throughout the module, students will be encouraged to reflect on their own identities and experiences, and to consider how these are shaped by the world around them. By engaging with these complex issues in a thoughtful and empathetic way, students will develop a deeper understanding of the world, and a greater capacity for solidarity and social justice.

KEY ISSUES and CONCEPTS:

a. Key issues: (The main questions addressed in this module include)

- How do different factors, such as race, gender, sexuality, and class, shape our identities, and how do these identities intersect with power and privilege?
- How do cultural practices and beliefs shape our experiences of the world, and how can we develop a deeper understanding and appreciation of cultural diversity?
- How does religion intersect with other forms of power and privilege, and how can we create spaces for interfaith dialogue and understanding?
- How do border crossings, both physical and symbolic, impact our identities, cultures, and religions, and how can we promote social justice and solidarity across these boundaries?
- How can we build a more inclusive and equitable society, and what role do young people play in this process?

b. Key concepts: (The following concepts are central to the module)

- Identity: the characteristics, beliefs, and values that define an individual or group of individuals.
- Culture: the shared practices, beliefs, and values of a community, including its language, art, and traditions.
- Religion: a system of beliefs and practices that provide individuals with a sense of purpose and connection to a higher power.
- Power: the ability to influence others and shape the world around us.
- Privilege: unearned advantages or benefits that are granted to some individuals or groups based on their social identities.
- Intersectionality: the idea that social identities, such as race, gender, sexuality, and class, intersect and interact with each other to shape individuals' experiences and opportunities.
- Solidarity: a sense of shared purpose and commitment to promoting social justice and equality.
- Border crossings: the movement of individuals across physical or symbolic boundaries, which can have profound effects on identity, culture, and religion.
- Diversity: the presence of a range of different social identities, perspectives, and experiences.
- Inclusion: the active and intentional process of creating spaces that welcome and value diversity, and that promote equity and social justice.

CONTENT BLOCKS:

a. POVERTY

1. Definition

Poverty is a condition characterized by a lack of basic resources, including food, shelter, clothing, and access to education and healthcare. Poverty can be caused by a range of factors, including economic inequality, political instability, and social exclusion. Poverty is often measured in terms of income or consumption, and the threshold for poverty varies by country and region.

2. Evolution/historical background

Poverty has been a persistent problem throughout human history, but its causes and solutions have evolved over time. In the early modern period, poverty was often attributed to personal moral failings or divine punishment, and charity was seen as the primary solution. In the 19th century, the rise of industrial capitalism and urbanization led to new forms of poverty, and social reformers began to advocate for government intervention and social safety nets. In the mid-20th century, the concept of development emerged as a key strategy for addressing poverty, and aid programs and international organizations were created to support economic growth and social progress in the global South.

3. Empirical evidence:

There are many examples of poverty around the world, but some of the most severe cases are found in sub-Saharan Africa, South Asia, and Latin America. For example, in sub-Saharan Africa, nearly half of the population lives below the poverty line, and access to basic services such as healthcare and education is often limited. In India, despite rapid economic growth in recent years, millions of people still live in extreme poverty, and inequality remains a major challenge. In Latin America, poverty is often linked to social exclusion and discrimination against indigenous and Afro-descendant communities.

To address poverty, a range of approaches have been developed, including social safety nets, microfinance programs, and targeted aid initiatives. One notable example is the Millennium Development Goals, a set of eight global development targets adopted by the United Nations in 2000, which included reducing extreme poverty and hunger, improving education and healthcare, and promoting gender equality. While progress has been made in some areas, many of these goals remain unmet, and poverty and inequality continue to be major challenges in many parts of the world.

4. Development Definition

Development refers to the process of economic and social progress, including improvements in living standards, healthcare, education, and other key indicators. Development is often seen as a means of

addressing poverty and inequality, and is typically measured in terms of economic growth and human development indicators such as the Human Development Index.

5. Evolution/historical background

The concept of development emerged in the mid-20th century as a key strategy for addressing poverty and promoting social progress in the global South. This was driven in part by the decolonization movement, which highlighted the economic and social inequalities that had been perpetuated by colonialism. International aid programs and development organizations such as the World Bank and the International Monetary Fund were created to support economic growth and social progress in developing countries.

However, the development model has been criticized for its emphasis on economic growth at the expense of social and environmental concerns, as well as its reliance on top-down approaches and external actors. In recent years, there has been a growing recognition of the importance of local knowledge, participation, and empowerment in the development process, and a shift toward more community-driven and sustainable approaches.

6. Empirical evidence:

There are many examples of development initiatives and projects around the world, ranging from large-scale infrastructure projects to community-led initiatives. One notable example is the UN Sustainable Development Goals, a set of 17 goals adopted by the United Nations in 2015, which aim to end poverty, protect the planet, and promote prosperity and well-being for all. These goals include targets

b. AID

1. Definition:

Aid refers to the provision of resources, such as money, food, or equipment, to countries or communities in need, usually by wealthier countries, international organizations, or non-governmental organizations. Aid can be provided for various purposes, including disaster relief, development projects, or poverty reduction.

2. Evolution/historical background:

The provision of aid has a long history, dating back to ancient civilizations. However, modern aid programs emerged after World War II, with the creation of organizations like the United Nations and the World Bank. During the Cold War, aid became an important tool of foreign policy for Western countries, who used it to promote their interests and values in developing countries. Since the 1990s,

there has been a growing focus on aid effectiveness, with a shift towards more targeted and results-oriented aid programs.

3. Empirical evidence:

The effectiveness of aid has been a subject of debate and controversy. While aid can provide important resources to countries in need, it can also have negative effects, such as creating dependency and distorting local economies. Case studies have shown that aid can be successful in achieving its objectives when it is well-targeted, aligned with recipient country priorities, and accompanied by strong institutional support. However, there have also been instances of aid being misused or wasted, highlighting the importance of accountability and transparency in aid programs.

Overall, aid has the potential to be an important tool for promoting development and reducing poverty, but it needs to be carefully designed and implemented to achieve its intended goals.

CURRENT AFFAIRS

The topic of identity, culture, religion, and border crossings is constantly evolving, with new developments and challenges arising all the time. Here are a few recent news stories that illustrate some of the current issues and debates in this area:

1. Global Refugee Crisis:

The world is currently experiencing a massive refugee crisis, with millions of people displaced from their homes due to war, conflict, and persecution. This has led to debates around immigration policy and the responsibilities of host countries towards refugees.

The global refugee crisis is a complex and pressing issue that continues to receive international attention. According to the UN Refugee Agency (UNHCR), the number of forcibly displaced people worldwide has steadily increased over the past decade, reaching a new record of 82.4 million in 2020. Of these, 26.4 million were refugees, while the rest were asylum-seekers and internally displaced persons.

The causes of forced displacement vary, but often include conflicts, persecution, and human rights violations. Many of those who are forced to flee their homes face significant challenges and dangers, including discrimination, exploitation, and violence. They often require urgent assistance, including shelter, food, water, and medical care.

Addressing the global refugee crisis requires a collaborative and coordinated response from the international community. This includes providing adequate resources for humanitarian aid, supporting efforts to resolve conflicts and prevent further displacement, and promoting policies that protect the rights and well-being of refugees and other forcibly displaced persons.

Despite these efforts, the global refugee crisis remains a significant challenge. Ongoing conflicts and political instability continue to drive displacement, while the COVID-19

pandemic has further compounded the challenges faced by refugees and other displaced persons. As such, the need for continued attention and action on this issue remains urgent.

2. Islamophobia and the War on Terror:

The events of 9/11 and subsequent terrorist attacks have led to a rise in Islamophobia and a targeting of Muslim communities. This has been exacerbated by the War on Terror and the actions of some Western governments.

Islamophobia is a term used to describe prejudice and discrimination against Muslims and Islam. This form of prejudice has become particularly prominent in the context of the "War on Terror," a global conflict that began after the 9/11 terrorist attacks in the United States.

Following the attacks, the US and its allies launched military operations in Afghanistan and later Iraq, citing the need to combat terrorism and protect national security. However, these actions have also been criticized for contributing to the stigmatization of Muslims and perpetuating Islamophobia.

Muslims and those perceived to be Muslim have often been subjected to discrimination, harassment, and violence in the aftermath of the 9/11 attacks. For example, hate crimes against Muslims in the US rose sharply following the attacks, and Muslims have also faced discriminatory policies, including travel bans and surveillance.

Critics argue that the "War on Terror" has been used to justify actions that violate human rights and perpetuate prejudice, particularly against Muslims. They argue that the focus on combating terrorism has often been used to target Muslim communities, both in the US and abroad, without adequate consideration for the broader societal implications.

Addressing Islamophobia and its roots requires a multifaceted approach that includes education, advocacy, and policy change. This includes efforts to challenge stereotypes and misinformation about Islam and Muslims, promote interfaith dialogue and understanding, and advocate for policies that promote diversity and inclusion. It also requires holding governments accountable for their actions and policies, particularly in the context of the "War on Terror."

3. Indigenous Rights:

The ongoing struggle for indigenous rights and recognition continues around the world, with issues such as land rights, cultural preservation, and environmental protection at the forefront.

Indigenous rights refer to the rights of Indigenous peoples, who are often the original inhabitants of a particular geographic region. These rights include the right to self-determination, cultural preservation, and participation in decision-making processes that affect their communities.

Indigenous peoples have historically faced significant challenges and injustices, including colonization, forced displacement, and cultural assimilation. These experiences have contributed to ongoing struggles for recognition and respect of Indigenous rights.

Efforts to address Indigenous rights have taken place at both national and international levels. The United Nations Declaration on the Rights of Indigenous Peoples, adopted in 2007, is a key international instrument that outlines the rights of Indigenous peoples and provides a framework for their protection and promotion.

However, the implementation of Indigenous rights remains a significant challenge in many countries. Indigenous communities continue to face discrimination, marginalization, and exclusion from political processes and decision-making. They also often lack access to basic services and resources, including health care, education, and clean water.

Addressing Indigenous rights requires a concerted effort to recognize and respect the unique identities and cultures of Indigenous peoples, and to work collaboratively to address historical and ongoing injustices. This includes engaging in meaningful dialogue and consultation with Indigenous communities, ensuring their participation in decision-making processes, and taking concrete steps to address the social and economic disparities they face.

4. LGBTQ+ Rights:

While progress has been made in some countries towards LGBTQ+ equality, there are still many places where discrimination and persecution based on sexual orientation or gender identity are prevalent.

LGBTQ+ rights refer to the rights of lesbian, gay, bisexual, transgender, queer, and other gender and sexual minorities. These rights include the right to equality, non-discrimination, and freedom from violence and persecution based on sexual orientation or gender identity.

Historically, LGBTQ+ individuals have faced significant challenges and injustices, including legal discrimination, social stigma, and violence. These experiences have contributed to ongoing struggles for recognition and respect of LGBTQ+ rights, also these takes from the official statistics of Human rights watch (<https://www.hrw.org/topic/lgbt-rights>).

Efforts to address LGBTQ+ rights have taken place at both national and international levels. Many countries have enacted laws and policies to protect the rights of LGBTQ+ individuals, including laws prohibiting discrimination and hate crimes based on sexual orientation or gender identity. However, in many parts of the world, LGBTQ+ individuals still face significant legal, social, and cultural barriers to full equality.

Addressing LGBTQ+ rights requires a concerted effort to recognize and respect the unique identities and experiences of LGBTQ+ individuals, and to work collaboratively to address discrimination and injustice. This includes engaging in meaningful dialogue and education about LGBTQ+ issues, advocating for legal and policy changes to protect LGBTQ+ rights, and promoting cultural acceptance and celebration of diversity.

5. Cultural Appropriation:

The issue of cultural appropriation has been in the spotlight recently, with debates around the use of indigenous cultural symbols and practices in mainstream culture.

Cultural appropriation refers to the act of taking elements from one culture and using them inappropriately or without proper understanding or respect for the culture they come from.

Cultural appropriation is a contentious issue, as it can involve the misuse of cultural elements that have deep significance and meaning to a particular community. For example, wearing a Native American headdress as a fashion accessory, without any understanding of its cultural significance or permission from the community, is often considered an act of cultural appropriation.

Cultural appropriation can also have broader implications, such as perpetuating harmful stereotypes or contributing to the erasure of marginalized cultures. It can also be seen as a symptom of larger power imbalances, where dominant cultures take from minority cultures without giving proper credit or recognition.

Addressing cultural appropriation requires a concerted effort to understand and respect the cultural significance of different elements, and to work collaboratively to promote cultural exchange that is grounded in mutual understanding and respect. This includes engaging in meaningful dialogue and education about different cultures, recognizing and acknowledging cultural ownership and intellectual property rights, and promoting cultural exchange that is grounded in mutual respect and understanding.

6. Border Policies:

The COVID-19 pandemic has led to new border policies and restrictions around the world, highlighting issues around freedom of movement, immigration policy, and border control. The COVID-19 pandemic has had a significant impact on border policies around the world. Many countries have closed their borders or imposed strict travel restrictions to prevent the spread of the virus. While these policies may have been necessary from a public health perspective, they have also highlighted larger issues around freedom of movement, immigration policy, and border control.

One of the most significant issues has been the impact of these policies on migrants and refugees. Many individuals who were in the process of seeking asylum or resettlement have been left stranded or denied entry due to border closures. This has led to a humanitarian crisis as many of these individuals are stuck in precarious situations with limited access to resources and support.

Another issue has been the impact on international trade and supply chains. As countries have closed their borders and restricted travel, it has become more difficult to move goods and services across borders. This has had significant economic implications, with many businesses and industries experiencing disruptions and losses.

The pandemic has also highlighted the uneven distribution of power and privilege in border policies. Some countries have been able to implement strict border control measures while others have been more lax. This has raised questions about who has the power to control borders and who is impacted by these policies.

Overall, the COVID-19 pandemic has brought attention to the complex issues around border policies and the need for a more nuanced and equitable approach to border control and immigration policy.

These current affairs demonstrate the ongoing importance and relevance of the topic of identity, culture, religion, and border crossings, and the need for continued engagement and discussion around these issues

SUMMARY:

Based on the exploration of identity, culture, religion, and border crossings, as well as the examination of key issues and concepts, the following are the main findings and lessons learned:

1. Diversity is an essential aspect of human experience and should be celebrated and respected. Differences in identity, culture, and religion can enrich societies and provide opportunities for growth and learning. It is important to recognize that everyone has a unique identity, shaped by their cultural and religious backgrounds, and that this diversity should be valued and celebrated. Promoting cross-cultural understanding and fostering a culture of inclusivity and respect can help break down barriers and promote social harmony.
2. Power and privilege play a significant role in shaping border policies and practices. It is essential to recognize these dynamics and work towards a more equitable and just approach to border control and immigration policy. This involves acknowledging the impact of historical and ongoing colonization, racism, and discrimination, and working to address these issues through policy reform and education. It also requires a commitment to upholding human rights and treating all individuals with dignity and respect.
3. Prejudices and stereotypes about individuals or groups can have a detrimental impact on their lives and experiences. Education and awareness-raising efforts are crucial in combating these prejudices and promoting understanding and empathy. This involves challenging stereotypes and biases, and promoting intercultural exchange and dialogue. It also requires a willingness to listen to and learn from diverse perspectives, and to reflect on one's own assumptions and biases.
4. The global refugee crisis and the COVID-19 pandemic have highlighted the importance of international cooperation and solidarity in addressing complex issues related to border crossings and migration. This involves working together to provide safe and humane conditions for refugees and migrants, supporting the integration of newcomers into their host communities, and addressing the root causes of displacement, such as conflict, poverty, and climate change. It also requires a recognition of the shared humanity of all individuals, regardless of their national or ethnic background.

5. The rights of marginalized and oppressed communities, such as Indigenous peoples and LGBTQ+ individuals, must be recognized and protected in border policies and practices. This includes upholding the rights of Indigenous peoples to self-determination and land sovereignty, and recognizing the unique cultural and spiritual connections they have to their ancestral lands. It also involves promoting the rights of LGBTQ+ individuals to live free from discrimination and violence, and creating safe and inclusive spaces for all individuals.
6. Cultural appropriation is a form of exploitation and erasure that perpetuates harmful stereotypes and undermines the contributions of marginalized communities. Efforts must be made to understand and respect cultural differences and promote cultural exchange in a way that is ethical and respectful. This involves acknowledging the historical and ongoing impact of colonialism and cultural genocide, and working to support the cultural revitalization and self-determination of Indigenous peoples. It also requires a commitment to promoting cross-cultural understanding and respectful engagement, and to recognizing the unique contributions of diverse cultures to the human experience.

Overall, the exploration of identity, culture, religion, and border crossings highlights the importance of recognizing and celebrating diversity, promoting social justice and equity, and working towards a more inclusive and compassionate world.

QUESTIONS FOR DISCUSSION:

Use these questions as jumping off points for discussions and debates with your students. You can use the Lower Parliament Model (see Globalisation and Wealth for a description), or a roundtable debate.

1. **What is the relationship between identity and power? How can understanding this relationship help us navigate complex issues like cultural appropriation and indigenous rights?**

Identity and power are closely intertwined, as the way we see ourselves and others can have significant impacts on our relationships and interactions with others. Understanding this relationship is crucial for navigating complex issues like cultural appropriation and indigenous rights. Cultural appropriation, for example, occurs when individuals or groups borrow elements from another culture without permission or proper understanding, often reinforcing harmful stereotypes and power imbalances. Indigenous rights, on the other hand, center around the need to recognize and respect the sovereignty and cultural heritage of indigenous communities, whose identity is often threatened by colonialism, racism, and displacement. By understanding the relationship between identity and power, we can learn to recognize and challenge oppressive structures, promote cultural understanding and respect, and work towards greater equity and justice for all.

2. **How do religion and culture shape our understanding of the world and our interactions with others? How can we learn to appreciate diversity without falling into stereotypes and prejudices?**

Religion and culture play a significant role in shaping our worldview and influencing our interactions with others. They provide us with a sense of identity, belonging, and meaning, and help us make sense of the world around us. However, they can also lead to stereotypes and prejudices when we fail to appreciate and understand diversity. To learn

to appreciate diversity, we need to engage in meaningful dialogue and learn about different cultures and religions. This can help us challenge our assumptions and stereotypes, recognize our biases, and promote empathy and understanding across differences.

3. What are some of the challenges facing LGBTQ+ communities in different parts of the world? How can we support these communities and promote their rights?

LGBTQ+ communities face significant challenges in different parts of the world, including discrimination, violence, and legal barriers. In some countries, homosexuality is still considered a criminal offense, and LGBTQ+ individuals may face harassment, arrest, or imprisonment. To support these communities and promote their rights, we need to challenge discriminatory laws and practices, provide safe spaces and support networks, and promote education and awareness about LGBTQ+ issues. This can include advocating for legal protections, providing resources for mental health and support, and engaging in activism and advocacy efforts.

4. How have border policies changed in response to the COVID-19 pandemic? What are some of the ethical and practical implications of these changes?

The COVID-19 pandemic has led to significant changes in border policies around the world, including restrictions on travel, quarantine requirements, and increased surveillance measures. While these measures are intended to control the spread of the virus, they have raised important ethical and practical questions around issues like freedom of movement, immigration policy, and border control. For example, some argue that these policies have unfairly targeted certain groups of people, such as refugees or migrant workers, and have further entrenched existing inequalities and power imbalances. To address these issues, we need to engage in critical reflection and dialogue about the implications of border policies, advocate for policies that promote human rights and dignity, and work towards greater global cooperation and solidarity.

5. What role can aid play in promoting development and reducing poverty? How can we ensure that aid is used effectively and reaches those who need it most?

Aid can play an important role in promoting development and reducing poverty by providing resources and support to communities in need. However, it is important to ensure that aid is used effectively and reaches those who need it most, as there are many challenges and risks associated with aid distribution. These can include corruption, bureaucracy, and cultural misunderstandings. To ensure that aid is used effectively, we need to engage in meaningful partnerships with local communities, promote transparency and accountability in aid distribution, and prioritize long-term, sustainable solutions to poverty.

New Global Learning



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

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

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

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

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

This project supports the production of:

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