Youth DemocrAID: Education, Debate, Action

WORKSHOP

Political Participation and Advocacy

CONTENT TABLE

Disclaimer on Ethical Standards

Welcome, everyone, to this workshop. Before we begin, I would like to take a moment to highlight some important values and ethical standards that will guide discussions and activities. These principles are not only central to this workshop but also reflect the core values of the European Union under the Citizens, Equality, Rights, and Values (CERV) program.

- **Respect for Human Dignity**: Everyone deserves respect. All voices and perspectives are welcome, and we'll listen with open minds.
- **Equality**: Every person is valued equally, regardless of gender, race, religion, or background. Discrimination won't be tolerated.
- **Gender Equality**: All genders are treated equally, ensuring equal opportunities to contribute and participate.
- **Non-Discrimination & Anti-Racism**: We embrace diversity and stand against racism and discrimination. Let's challenge any biased behavior.
- **Freedom of Expression**: Share your ideas freely, but always with respect for others' dignity and rights.
- **Tolerance & Understanding**: Our differences are strengths. We'll focus on dialogue based on mutual understanding.
- **Participation & Inclusion**: Every voice matters, especially those that are often marginalized. Let's ensure everyone feels heard.
- **Solidarity & Cooperation**: Let's support and collaborate with each other to find solutions that benefit all.
- Our **Child Protection Policy** aims to protect children and young people from harm, exploitation, negligence, and violence in all activities organized by our organization, while ensuring a safe and inclusive environment for everyone involved.

By upholding these values, we'll foster a positive, respectful, and productive environment. Thank you, and I am looking forward to our session!

Introduction to the CERV program

The Citizens, Equality, Rights, and Values (CERV) program is an important initiative by the European Union aimed at protecting and promoting the fundamental rights and values laid out in the EU Treaties and the Charter of Fundamental Rights. The program supports civil society organizations working at local, regional, national, and transnational levels. Its goal is to help build open, inclusive, and rights-based societies founded on democracy, equality, and the rule of law.

The CERV program strengthens civil society by providing financial and strategic support to various projects. These projects focus on promoting social inclusion, fighting discrimination, and protecting the rights of vulnerable groups, such as minorities and migrants. It also addresses issues like racism and xenophobia, encouraging respect for diversity across Europe.

A key part of the program is promoting democratic engagement and encouraging citizens to participate in decision-making processes. By fostering dialogue between civil society and government, the CERV program aims to make sure people's voices are heard in shaping the future of Europe.

Additionally, it works to preserve Europe's shared history and cultural heritage, which strengthens the sense of unity among European citizens. It supports initiatives that celebrate common values while recognizing the richness of Europe's diverse cultures.

Overall, the CERV program plays a vital role in creating a more inclusive and fair European society. By empowering civil society and promoting civic participation, the program helps ensure that equality, democracy, and human rights remain central to life in the European Union.

Presentation of Youth DemocrAID

In today's rapidly evolving world, the importance of engaged and informed citizens cannot be overstated. Active participation in democratic processes, from voting to community involvement, is fundamental to the health and vitality of any democracy. However, recent research and surveys have highlighted a concerning trend: a significant decline in political participation among young people, particularly those aged 15-25, across various countries in Europe and beyond. Low voter turnout, disengagement from institutional politics, and a lack of civic awareness have become pressing issues.

"Youth DemocrAID" is a project created in the framework of Citizens, Equality, Rights and Values (CERV) programme). Its focus is on aiding and supporting democracy, particularly as it pertains to youth involvement, since they represent the emerging generation of citizens whose active engagement is essential for strengthening democracy and shaping a more inclusive and united European Union.

Youth DemocrAID seeks to prepare engaging learning materials with the use of non-formal education methods, provide workshops specifically tailored for young people and connect them with their peers from partner countries by organizing an international youth forum.

The actions are focused mainly on young people 15-25 years old, allowing them to confront their peers from 5 participating European Countries (IT, PL, SK, PT, GR) during a cycle of local workshops and debates led in each country.

Theoretical Introduction: Political Participation and Support

Political participation plays a crucial role in strengthening democracy and developing citizens' political consciousness. This term encompasses a wide concept. Its dominant interpretation refers to "citizens' actions aimed at influencing the selection of political figures and/or their actions". There are various forms and types of political participation and action. One of the most common categorizations distinguishes between conventional (e.g. participating in elections, being a party member, contributing to a political campaign) and unconventional ways of civic engagement (e.g. protests, social movements, volunteering, etc.). Political participation is considered fundamental to the functioning of democracies, as it empowers citizens to contribute to the development of societies' prosperity.

Over the years, it is noticed that youth participation and interest in politics has significantly decreased. According to studies, young people are less likely to vote in national elections or be members of political parties, while also demonstrating low levels of interest in political engagement. However, bibliography presents a more optimistic perspective of this phenomenon, which focuses on using new and more appealing forms of political participation by young people. Adaptation in new ways of participation is a continuous procedure. For example, modern political participation now includes a digital dimension, which is gaining increasing potential in today's technological era. The use of social networks and digital platforms encourages political participation, especially among younger generations. This form of participation facilitates and strengthens citizens' direct involvement in political processes. Nevertheless, debates regarding the definition, meaning and impact of online participation are still ongoing. Youth political participation is considered crucial, because of the multiple crises the new generation is facing (such as economic challenges, climate change and the recent health crisis).

Over the recent decades, young people in Greece have experienced plenty of social and political upheavals that have prompted their political mobilization and shaped a "protest culture". Specifically, young people show interest in political and social issues, while participating in social movements, volunteering organizations and political parties. Overall, there has been a significant interest and participation in the country's political activities via unconventional ways.

The concept of support and defense refers to strategies used to support, promote or influence specific issues or demands either on an individual or a collective level. Defense fosters citizens' participation in the democratic process and reinforces the concept of social solidarity. Active citizens' involvement in defense processes empowers

marginalized groups and promotes social and political change. At the same time, support can work as a mechanism for democracy strengthening, while it contributes to the creation of a political system that is characterized by transparency and accountability, while responding to citizens' needs and expectations.

The goal of the seminar's activities is to encourage young people and convert them into active members of society. By the end of the seminar, participants should have understood that political participation is a crucial factor in strengthening democracy and promoting social justice, as active involvement in political life instantly impacts the quality and the regular function of democratic institutions. Moreover, the seminar aims to familiarize participants with the concept of defense, which is essential for promoting social prosperity and reinforcing individuals' and collectives' rights.

Online articles related to the topic:

- [Youth Political Participation in Greece: A Comparative, Multiple Methods Perspective | Springer Link](#)
- [(PDF) ΠΟΛΙΤΙΚΗ ΚΡΙΣΗ ΚΑΙ ΝΕΕΣ ΜΟΡΦΕΣ ΠΑΘΗΤΙΚΗΣ Ή ΕΥΕΛΙΚΤΗΣ ΠΟΛΙΤΙΚΗΣ ΣΥΜΜΕΤΟΧΗΣ](#)
- [Types of political participation: A multidimensional analysis - SABUCEDO - 1991 - European Journal of Political Research - Wiley Online Library](#)
- [Advocacy for Social Justice: A Global Action Guide and Reflection Guide : David Cohen, Rosa de la Vega, Gabrielle Watson : Free Download, Borrow, and Streaming : Internet Archive](#)
- [A conceptual map of political participation | Acta Politica](#)
- [(PDF) Finding the Spaces for Change: A Power Analysis](#)

Agenda

2 hours proposal

5 min	I. Introduction - Ethical Standards and European Values, Introduction to the CERV program, presentation of the project Youth DemocrAID
5 min	II. Theoretical Introduction: Political Participation and Support
10 min	III. Ice breaker: Mind game
25 min	IV. Non formal activity 1: Did you know…
35 min	V. Non formal activity 2: Speed debating
30 min	VI. Discussion
10 min	VII. Conclusions, feedback and thanks

4 hours proposal

10 min	I. Introduction - Ethical Standards and European Values, Introduction to the CERV program, presentation of the project Youth DemocrAID
15 min	II. Theoretical Introduction: Political Participation and Support
15 min	III. Ice breaker: Mind game
40 min	IV. Non formal activity 1: Did you know…
15 min	V. Coffee break
35 min	V. Non formal activity 2: Speed debating
15 min	VI. Coffee Break
40 min	V. Non formal activity 3: Approaching Tomorrow
40 min	VIII. Discussion
15 min	IX. Conclusions, feedback and thanks

Ice breaker: Mind game

In this activity participants will be divided into small groups and will be asked to design their own crossword-acronym using the phrase "**POLITICAL PARTICIPATION**". The groups will have to create words that form the spine of the crossword on large sheets placed all over the room. Starting from the center of the paper, they should place words related to politics and defense, so they can gradually discover what connects their political to their daily life. Each member can add more than a word and agree if these represent the rest of the group members. Once they complete the process, they will have some time to discuss and compare the results.

Participants are expected to explore the conceptual meaning of the words and their functional significance in political life. Also, they will develop their collaboration and communication skills through a fun and educational experience. Finally, they will use their vocabulary with words and phrases related to the political process and active citizenship.

Non formal activity 1: Did you know…

(Number of participants: 20)

This is a knowledge game designed for participants to test their knowledge on social and political issues. They will be into two opponent teams. The goal is to answer the questions correctly and collect as many points as possible. A difficulty participants may find is that the first team will have to choose one of the two questions, leaving the other question for the opposing team to answer. If the team answers correctly the question they selected, they will gain the points for that question, which are defined by the difficulty of the answer. The teams do not initially know how many points correspond to each question. After that, the second team will answer the remaining question. If the answer is correct earns the points; if not, the points go to the opposing team.

Required materials

For this activity you will need a board to keep track of the two teams' points and question cards with the listed questions.

Questions (Appendix: Document 1)

1. Who was the Prime Minister of Greece when the country joined the EEC in 1981? (10 POINTS)

    A. Konstantinos Karamanlis

    B. Andreas Papandreou

    C. Georgios Rallis

    D. Konstantinos Mitsotakis

2. How is the European Union program that promotes youth mobility for studies and work called? (5 POINTS)

    A. Erasmus +

    B. Horizon Europe

    C. Creative Europe

    D. Life

3. What is the voting age in Greece? (5 POINTS)

A. 16

B. 17

C. 18

D. 19

4. What is Greece's political system? (5 POINTS)

A. Presidential Democracy

B. Parliamentary Presidential Democracy

C. Parliamentary Democracy

D. Republic

5. What is the main body representing citizens in Greece? (5 POINTS)

A. Hellenic Parliament

B. European Parliament

C. Assembly of Regions

D. European Court of Human Rights

6. What is the main institution for defending citizens' rights in Greece? (10 POINTS)

A. Ombudsman

B. Ministry of Justice

C. National Transparency Authority

D. Supreme Court

7. What is the main topic of the "Greece 2.0" campaign? (10 POINTS)

A. Digital transformation

B. Renewable energy sources

C. Tourism development

D. Educational reform

8. Which is the largest geographical area of the European Union with the most member states? (10 POINTS)

A. Balkans

B. Scandinavia

C. Central Europe

D. Southern Europe

9. What is the main measure to enhance youth political participation in Greece? (5 POINTS)

A. Educational programs

B. Tax reductions

C. Support for the elderly

D. Incentives to increase birth rates

10. What is the main body responsible for fighting corruption in Greece? (5 POINTS)

A. National Transparency Authority

B. Ministry of Justice

C. Ombudsman

D. Supreme Court

11. What is the primary focus of Greece's "Strategy 2020"? (10 POINTS)

A. Financial growth

B. Green development

C. Social inclusion

D. Educational reform

12. What is the key measure for promoting gender equality in Greece? (5 POINTS)

A. Legislative initiatives

B. Educational programs

C. Promotion of women in leadership positions

D. All the above

13. What is the main social program implemented in Greece to support unemployed individuals? (5 POINTS)

A. Social Solidarity Income

B. Employment Support Program

C. Home Care Program

D. Volunteering Program

14. Which country was the last to join the EU in 2013? (10 POINTS)

A. Romania

B. Croatia

C. Bulgaria

D. Sweden

15. Which were the first countries to establish the European Economic Community (EEC) in 1957? (10 POINTS)

A. France, Italy, Germany, Belgium, Netherlands, Luxembourg

B. France, Germany, Spain, Italy

C. Britain, France, Italy, Germany

D. Italy, Ireland, Sweden, Netherlands

Benefits

Through this activity participants are expected to learn the fundamental principles of democracy and the value of involvement in political processes in an interactive way. By answering these questions, they will perceive their rights and obligations as citizens, enhancing their comprehension of democracy. Participants will get to know about the country's political system while developing social skills, such as collaboration, communication and teamwork. The quiz can work as a starting point for further deepening in social and political issues, developing active citizenship and the value of participation. Young people who take part in this activity may feel encouraged to keep learning and researching topics of interest strengthening, while strengthening their personal development and understanding of the world.

Non formal activity 2: Speed debating

(Number of participants: 35)

In this activity participants will be divided into five groups and will sit at debate tables. Each table will have a coordinator who will guide the discussion and collect the key points and conclusions of the group's reflection process. Each group will stay at the debate table for seven minutes and will discuss a different topic. After the time is up the participants will have to switch tables and join a new group to discuss a different topic. The activity will be completed when all participants have rotated through all the tables. The coordinators will remain at their assigned tables to ensure that each new group contributes to a new perspective to the discussion. At the end of the activity the coordinators of the debate tables will present the findings from their discussions to the entire group for further reflection.

Topics (Annex: Document 2)

1. Establishing a factory in a forest area: Development or destruction?

      i. Do the creation of new jobs outweigh the ecological footprint?

      ii. How will the local community be affected?

      iii. Is economic development or the environment more important?

      iv. Measures for removal or operational conditions?

2. Can Artificial Intelligence replace humans?

      i.   What are the ethical consequences?
      ii.   How does it affect interpersonal relationships?
      iii.   Is it a tool or a replacement?

3. Do social networks strengthen or weaken real social connection? Are they a means of connection or a cause of social distancing?

      i. Does it facilitate true communication or restrict it?

      ii. Has it replaced face-to-face meetings?

      iii. Is it a means of meeting people or distancing oneself?

4. How free should speech be when it leads to hate or violence (hate speech)?

    i. What are the differences between hate speech, disagreement and criticism?

    ii. What role should governments and social media platforms play in regulating hate speech?

    iii. What are the social consequences of hate speech, and how can it be limited without harming freedom of expression?

    iv. How can we distinguish between expressing an opinion and promoting intolerance and hatred?

5. Political correctness: Freedom of expression or restriction?

    i. What is the relationship between political correctness and "cancel culture"?

    ii. How important is political correctness in public speech (politicians, journalists, etc.) and what are the consequences of violating it?

    iii. What are the risks when political correctness becomes excessive or is used to enforce strict behavior norms?

    iv. Does political correctness limit free speech or enhance respect from diversity?

Benefits

1. Development of Critical Thinking

- Occupying with these topics helps participants develop critical thinking skills, as they must examine the different perspectives, analyze arguments and consider the ethical, social and political dimensions for each issue.

2. Respect Promotion

- Discussion on such topics enhances respect for diversity and acceptance of others, encouraging social interaction with greater understanding.

- Participants learn to respect different opinions and experiences and to express their thoughts in a way that does not offend or exclude others.

3. Improvement of Communication Skills

- Through discussion, participants learn to express their views clearly, while being sensitive to others' perspectives.

4. Increase Social Awareness

- Participants become more aware of social issues, strengthening their sense of social responsibility and active involvement.

5. Creation of Empathy

- Participants gain a deeper understanding of how others feel and what their daily lives are like. This kind of empathy fosters solidarity and social cohesion.

6. Encouragement of Public Dialogue and Political Participation

- Discussing such topics reinforces the importance of active involvement in society and political life. Through this activity young people learn how to take part in meaningful political conversations and interact respectfully and responsibly.

7. Formation of Active Citizens

- Participants learn how to approach complex issues and create positive changes through enlightenment and awareness.

Non formal activity 3: Approaching Tomorrow

(Number of participants: 30)

In this activity participants will be divided into three groups of ten people. Each group will randomly select two envelopes. The first envelope will contain a topic that the participants will need to study, and the second one will contain different forms of political participation.

TOPICS: Mental Health, School Infrastructure, Actions for Climate Change
FORMS OF POLITICAL PARTICIPATION: Protest, Social Media Campaign, Signature Collection-Petition **(Appendix: Document 3)**

After selecting their envelopes participants will be asked to develop a strategy to effectively communicate their topic.

Activity Objectives

1. Awareness:

- Help students recognize the importance of the selected topics and how they impact their daily lives.
- Strengthen a collective consciousness within the school community.

2. Active Participation:
- Engage students in democratic participation activities (such as petitions, protests).
- Encourage students to understand how to assert changes that affect their daily life.

3. Action-Based Learning:
- Teach students how to plan, organize and implement a campaign (either in a physical or a digital environment).
- Familiarize them with tools such as creating petitions, managing social media and organizing protests.

4. Collaboration:
- Develop teamwork and cooperation among students.
- Emphasize collective efforts towards a common goal.

General Guidelines

Implementation Process:

1. Petition Creation

- **Objective:** Gather signatures from students, teachers and parents to request specific actions from the school/university administration.
- **Activities**:
  - Classroom discussion in order to identify the needs of school/university related to the selected topic.
  - Formulation of specific petitions.
  - Creating the petition (printed or digital, e.g. via platforms such as Change.org).
- **Materials**:
  - Paper and markers for the signatures.
  - Computer or mobile devices for creating digital petitions.

2. Social Media Campaign

- **Objective:** Spread awareness and gather support for the school/university and local community.
- **Activities**:
  - Content creation:

- Photos/videos highlighting the school needs.
- Posting/creation of material for actions' promotion.
- Q&A/polls for the audience engagement.
- Hashtag usage, e.g. #GreenSchoolNow #ClimateActionStudents #ActForOurFuture.
- **Materials**:
  - Devices for photos/videos.
  - Tools for photo editing.
  - Access to social media.

---

3. Organizing a Protest

- **Objective:** Creation of a symbolic action within the school/university to highlight the chosen topic.
- **Activities**:
- **Preparation**:
  - Creation of banners with slogans.
  - Finding slogans.
  - Writing-down demands.
- **Implementation**:
  - Symbolic protest in the schoolyard.
- **Materials**:
  - Cardboard, paints, markers for the banner.

Expected Outcome:

1. **Activation of student community**: Students who actively participate in actions for a significant purpose.
2. **Awareness and participation**: The promotion of the petition and the campaign will attract the attention of other parents, students and educators.
3. **Promotion of change**: They will have the opportunity to realize the importance of active participation in public affairs to promote real change in society.
4. **Education in democratic processes**: Students will gain skills in organization, management and assertion through peaceful methods.

This activity is not only about taking action, but about strengthening social responsibility in an era where students are called to become active citizens as well!

Final Discussion: Press Release

At this stage there will be a discussion with a representative from the political scene. Participants will have the opportunity to ask questions arising from the previous activities to someone who is actively involved in public affairs and can provide tangible solutions and answers.

Activity Goals:
1. To allow participants to interact with a person directly involved in public affairs and extract useful and applicable information on issues that concern them.
2. To strengthen the ability of students/participants to formulate questions, to understand political positions and empower them in their active participation in social and political issues.
3. To understand the process of political decision-making and see how this relates to their daily problems and minorities.

Required Materials:
- A room for the discussion for the political representative (classroom, auditorium or another suitable venue).
- A projector or a screen to present the key points of the conversation and the questions.
- Paper and pencils for notetaking.
- Posters or leaflets for the event promotion.

Process:
1. **Introduction to the Final Discussion**:
    - The activity coordinator explains to the participants the purpose of the final discussion and the following process aiming to highlight the questions that emerged from previous discussions on topics, such as political correctness, hate speech and freedom of expression.
    - The representative from the political scene (e.g. a parliamentary representative, a local politician or a public policy expert) is introduced.
2. **Preparation of Questions**:
    - Participants are divided into groups and write down the most important questions that arose from their discussions in the previous activities.
    - The questions may relate to the political positions of the representative, practical solutions to the problems discussed (e.g. strategies for fighting hate speech, ways to strengthen political correctness in society, etc.) and the responsibilities of political leadership in education, rights and social prosperity.

3. **Final Discussion with the Political Representative**:
  - The political representative answers the questions posed by the groups, providing clear and understandable answers regarding their political stance and potential solutions to social issues.
  - Participants are encouraged to ask additional questions or request clarifications on any of the answers provided.

4. **Conclusions and Closing:**
  - The coordinator concludes the activity with a recap of the key points from the discussion.
  - Participants are given the opportunity to share their thoughts on the importance of political participation and strengthening dialogue on social justice and political responsibility.
  - Any further actions or events resulting from the discussion are announced.

Activity Benefits

- **Active Political Participation**: Empowers participants to involve actively in political processes and pose questions that impact their society.
- **Development of Public Speaking and Communication**: Helps participants enhance skills in presentation, information synthesis and the creation of professional texts.
- **Recognition of Political Responsibility**: Discussing with a political figure reinforces understanding of political positions and the management of social issues at a policy level.
- **Enhancement of Social Awareness**: Promotes youth awareness of social issues and the necessity of active participation in solutions that could lead to improved social conditions.

Appendix

Document 1

YOUTH DEMOCRAID

QUIZ

Question Time

DID YOU KNOW...

YOUTH DEMOCRAID

QUESTIONS

1. When were women granted the right to vote in Greece? (10 POINTS)
A. 1965
B. 1962
C. 1956
D. 1959

2. How is the European Union program that promotes youth mobility for studies and work called? (5 POINTS)
A. Erasmus +
B. Horizon Europe
C. Creative Europe
D. Life

3. What is the voting age in Greece? (5 POINTS)
A. 16
B. 17
C. 18
D. 19

4. What is Greece's political system? (5 POINTS)
A. Presidential Democracy
B. Parliamentary Presidential Democracy
C. Parliamentary Democracy
D. Democracy

QUESTIONS

5. What is the main body representing citizens in Greece? (5 POINTS)
A. Hellenic Parliament
B. European Parliament
C. Assembly of Regions
D. European Court of Human Rights

6. What is the main institution of defending citizens' rights in Greece? (10 POINTS)
A. Ombudsman
B. Ministry of Justice
C. National Transparency Authority
D. Supreme Court

7. What is the main topic of the "Greece 2.0" campaign? (10 POINTS)
A. Digital transformation
B. Renewable energy sources
C. Tourism development
D. Educational reform

8. What is the percentage of young people's participation in voting in Greece according to the most recent data? (10 POINTS)
A. 40%
B. 50%
C. 60%
D. 70%

QUESTIONS

9. What is the main measure to enhance youth political participation in Greece? (5 POINTS)
A. Educational programs
B. Tax reductions
C. Support for the elderly
D. Incentives to increase birth rates

10. What is the main body responsible for fighting corruption in Greece? (5 POINTS)
A. National Transparency Authority
B. Ministry of Justice
C. Ombudsman
D. Supreme Court

11. What is the primary focus of Greece's "Strategy 2020"? (10 POINTS)
A. Financial growth
B. Green development
C. Social inclusion
D. Educational reform

12. What is the key measure for promoting gender equality in Greece? (5 POINTS)
A. Legislative initiatives
B. Educational programs
C. Promotion of women in leadership positions
D. All of the above

YOUTH DEMOCRAID

QUESTIONS

13. What is the main social program implemented in Greece to support unemployed individuals? (5 POINTS)
A. Social Solidarity Income
B. Employment Support Program
C. Home Care Program
D. Volunteering Program

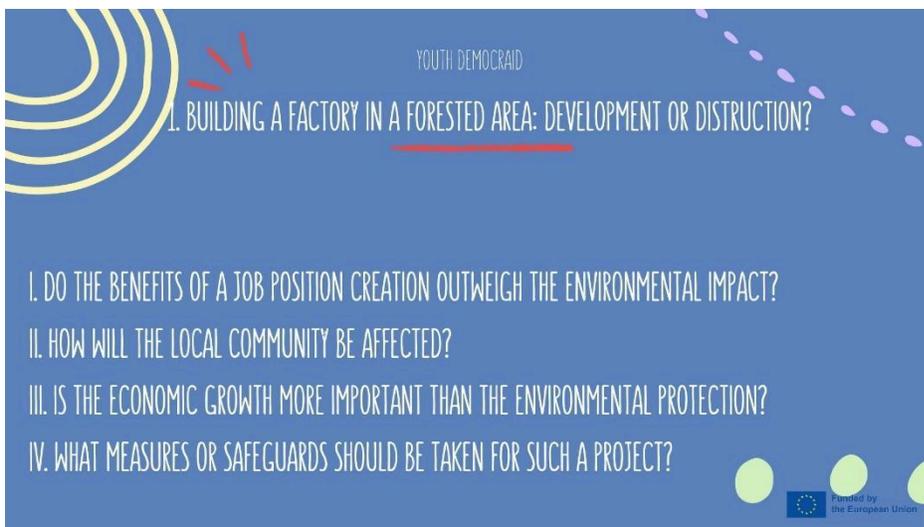14. What percentage of young people in Greece participate in volunteer activities? (10 POINTS)
A. 10%
B. 20%
C. 30%
D. 40%

15. What percentage of young people in Greece participate in political organizations? (10 POINTS)
A. 10%
B. 20%
C. 30%
D. 40%

Funded by
the European Union

younet Youth for Equality Global Development University glouni.org CLUSTER OF SOCIAL INNOVATIONS citizen crossroads

Document 2

YOUTH DEMOCRAID

2. CAN ARTIFICIAL INTELLIGENCE REPLACE HUMANS?

★ I. WHAT ARE THE ETHICAL CONSEQUENCES?

★ II. HOW DOES AI IMPACT INTERPERSONAL RELATIOSHIPS?

★ III. IS AI A TOOL OR A FULL REPLACEMENT FOR HUMAN ROLES?

Funded by
the European Union

YOUTH DEMOCRAID

3. DO SOCIAL NETWORKS STRENGTHEN OR WEAKEN REAL SOCIAL CONECTION?

★ I. DO THEY FACILITATE AUTHENTIC COMMUNICATION OR REDUCE IT?

★ II. HAVE THEY REPLACE IN-PERSON INTERACTIONS?

★ III. ARE THEY A MEANS OF CONNECTION OR A CAUSE OF SOCIAL DISTANCING?

Funded by
the European Union

4. HOW FREE SHOULD SPEECH BE WHEN IT LEADS TO HATE OR VIOLENCE (HATE SPEECH)?

I. WHAT ARE THE DIFFERENCES BETWEEN HATE SPEECH, DISAGREEMENT AND CRITISISM?

II. WHAT ROLE SHOULD GOVERNMENTS AND SOCIAL MEDIA PLATFORMS PLAY IN REGULATING HATE SPEECH?

III. WHAT ARE THE SOCIAL CONSEQUENCES OF HATE SPEECH AND HOW CAN IT BE LIMITED WITHOUT HARMING FREEDOM OF EXPRESSION?

IV. HOW CAN WE DISTINGUISH BETWEEN EXPRESSING AN OPINION AN PROMOTING INTOLERANCE AND HATRED?

5. POLITICAL CORRECTNESS: FREEDOM OF EXPRESSION OR RESTRICTION?

I. WHAT IS THE RELATIONSHIP BETWEEN POLITICAL CORRECTNESS AND "CANCEL CULTURE"?

II. HOW IMPORTANT IS POLITICAL CORRECTNESS IN PUBLIC SPEECH (POLITICIANS, JOURNALISTS, ETC.) AND WHAT ARE THE CONSEQUENCES OF VIOLATING IT?

III. WHAT ARE THE RISKS WHEN POLITICAL CORRECTNESS BECOMES EXCESSIVE OR IS USED TO ENFORCE STRICT BEHAVIOR NORMS?

IV. DOES POLITICAL CORRECTNESS LIMIT FREE SPEECH OR ENHANCE RESPECT FROM DIVERISTY?

Document 3

YOUTH DEMOCRAID

Protest

YOUTH DEMOCRAID

School Infrastructure