



Edexcel A level Geography

Topic Booklet for Area of Study 4: Human Systems and Geopolitics, Topic 8: Global Development and Connections, Option 8A: Health, Human Rights and Intervention

Practical support to help you deliver this Edexcel specification

Edexcel AS and A level Geography offer an issues-based approach to studying Health, Human Rights and Intervention, not only enabling students to explore and evaluate the processes that shape our world, but also to examine contemporary geographical questions and issues such as the consequences of intervention and aid.

Traditional definitions of development are based largely on economic measures but have been increasingly challenged by broader definitions based on environmental, social and political quality of life, with many new measures used to record progress at all scales in human rights and human welfare. There are variations in the norms and laws of both national and global institutions that impact on decisions made at all scales, from local to global. These decisions lead to a wide range of geopolitical interventions via international and national policies, from development aid through to military campaigns. The impact of geopolitical interventions on both human health and wellbeing and human rights is variable and contested, with some groups appearing to benefit disproportionately, which can lead to increasing inequalities and injustice. The aim of this topic is for students to become critical, reflective and independent learners.

The AS and A levels in Geography are linear, and all assessments are at the end of the course. The AS Assessment will be at the end of the first year, and the A level Assessment will be at the end of the second year.

The specification has been designed so that the content is clear and that it is manageable for centres to deliver within the guided learning hours over a one-year (AS level) or two-year (A level) period.

This document provides a topic guide for teaching Health, Human Rights and Intervention, and can be adapted by centres to fit their own contexts and teaching styles. It has been produced as an example approach and is not intended to be prescriptive. The topic booklets indicate resources that you can use to support your teaching. These are only suggestions and you are encouraged to use a wide range of resources to suit the needs of your own students.



The advised teaching time for Topic 8A: Health, Human Rights and Intervention is 24 guided learning hours; i.e. roughly 5–6 hours per enquiry question (EQ), though this is just a guide and more time may be needed in some areas than others. This requires some blending together of the detailed content. In the guidance below, suggestions are made about contextualisation or stretch challenges that may be suitable for more able students, as well as expected lesson outcomes for those less able. Please note that these are suggestions only and not specific syllabus requirements.

Each enquiry question is broken down into lesson sections, each beginning with a quick overview of the breadth of the enquiry question followed by a more detailed explanation of the key concepts and processes, examples of teaching strategies, guidance on integrating geographical skills, and a summary of the key terminology required. The structure is suggestive, not prescriptive.

Synoptic linkages and case study nesting

This unit offers plenty of scope for synopticity, as it adds to a deeper understanding of how countries respond to hazards, such as Haiti if used as a case study for Tectonic Processes and Hazards (Topic 1). A deeper understanding of indirect controllers of power such as the IMF, World Bank and the WTO can be considered, which fits nicely in with the Superpowers unit (Topic 7). Topic 3, Globalisation, can be revisited here as well and careful use of case studies can create valuable synoptic links.

There is also the chance to use legacy materials from the previous specification, including GEO3, Superpowers and Bridging the Development Gap, which can reduce resource planning. Good use and integration of all topics where possible will bring about a greater understanding of global issues for students and allow them to see events in context with other factors.

There is also the potential in this topic to include events from the news and newspapers; this is a great way of engaging students and allowing them to explore information for themselves.

To enable this, and support exam preparations, we've continued to signpost 'Players' (P), 'Attitudes and Actions' (A) and 'Futures and Uncertainties' (F) throughout the specification content.



Introduction

Quick overview

This topic looks at global development. It questions the relevance of traditional definitions in an ever-changing global environment – how they were once largely based on economic measures but have been increasingly challenged by broader definitions based on environmental, social and political quality of life, with many new measures used to record progress at all scales in human rights and human welfare.

There are also now more variations in the norms and laws of both national and global institutions that impact on decisions made at all scales, from local to global. These can have far-reaching consequences. The decisions have led to a wide range of geopolitical interventions via international and national policies, from development aid through to military campaigns.

The impact of geopolitical interventions on both human health and wellbeing and human rights is variable and contested, with some groups appearing to benefit disproportionately, which can lead to increasing inequalities and injustice.

EQ1: What is human development and why do levels vary from place to place?

Teaching approach over 4–6 hours

Lesson 1 (1hr)	Concepts and measures of human development are complex and contested.
Lesson 2 (1hr)	Different measures of development.
Lesson 3 (1hr)	The reasons for variations in human health and life expectancy.
Lesson 4 (1hr)	Variations between health and life expectancy occur both within and between countries.
Lesson 5 (1hr)	How governments and International Government Organisations (IGOs) play a significant role in defining development targets and policies.
Lesson 6 (1hr)	The influence of the IGOs (World Bank, IMF and WTO) and the progress made in reaching the Millennium Development Goals.



Lessons 1 & 2: Concepts and measures of human development are complex and contested

Overview

These lessons cover Key ideas 8A.1a, b and c. For these lessons it is important to embed the idea that human development has many different measures, as this will help to underpin the unit and a student's knowledge of issues associated with classification of development.

For less able students, there will be a need to consider the different measures of development and how best to assess these, e.g. through analysis and evaluation tables. Higher ability students may be able to compare and contrast the measures and apply these to different countries that have different human development scores. This relates to integrated skill (1): Comparison of different measurements of development using ranked data.

Other techniques that might be used in terms of getting Geography skills across are skills 2 and 3: Use of scatter graphs and correlation techniques to describe the relationship between health and life expectancy and other indicators of development (2) and Use of proportional circles to show the relative size of government spending and the share of that spending devoted to welfare, health and education across developing, emerging and developed nations (3).

Key concepts and processes

- Human development has traditionally been measured using the growth of GDP as an end in itself. However, this does not always give a true image of contentment or wealth.
- The relationship between human contentment and levels of wealth and income is complex (Happy Planet Index) and many dominant models are contested such as:
 - Sharia law
 - Bolivia under Evo Morales.
- Teachers should encourage students to question the relationship between contentment and wealth. This may be unfamiliar to many teachers and many of the ways suggested below should help.
- Improvements in environmental quality, health, life expectancy and human rights are seen by some (Rosling) as more significant goals for development while economic growth is often the best means of delivering them.
- Education is central to economic development (human capital) and to the understanding and assertion of human rights.
- This view is, however, not universally shared (attitudes to gender equality in education) as both access to education and standards of achievement vary greatly among countries (The United Nations Educational, Scientific and Cultural Organisation (UNESCO)).

Guidance on teaching

There is some crossover here with the legacy specification, including measures of development in Bridging the Development Gap. What is key for students is to understand the different measures and why scores differ for individual countries. For instance, GDP measures development in terms of economic wealth whilst the Human Development Index (HDI) looks at people and their capabilities, as well as economic



measures. It is important to recognise that these are only ideas and it would take more than the allotted time to complete them all; however, they can be done as extension tasks or indeed alternatives, as long as the primary points are covered.

The Happy Planet Index (HPI), on the other hand, measures sustainable wellbeing. These three measures can be investigated and students can discuss the positives and negatives of each.

Table 1 summarises what each method measures.

GDP	HDI	HPI
The sum of the market values, or prices, of all final goods and services produced in an economy during a period of time	Life expectancy Level of education GNI per capita	Life expectancy Wellbeing Ecological footprints Inequality

Table 1: Measures of development

These three measures can be investigated and students can discuss the positives and negatives of each.

Less able students can look at three countries at different levels of 'development' according to each measure and consider why they may differ. More able students might wish to evaluate these measures.

A table such as the one below, which was correct in 2015, can be used to get students to think about why there are different results between countries for each measure and then to consider the major elements of each measure of development. For example, HPI considers ecological footprints and students may wish to discuss whether this is a valuable measure.

	Gross Domestic Product (per capita)	Human development Index	Happy Planet Index
1st	Qatar	Norway	Costa Rica
2nd	Luxembourg	Australia	Mexico
3rd	Singapore	Switzerland	Columbia

Table 2: Data for each measure of development (2015)

(Sources: World Bank, hdr.undp.org, happyplanetindex.org)

Measures of development often need to consider wider implications and these can differ between countries. Students could be given a list of issues that might upset the results, or they could come up with these themselves; for example, gender, corruption, suffering and poverty. Each of these offers a further layer of complexity that should be considered.

In terms of cultural perspectives there needs to be some consideration of different perspectives, such as considering development from an Islamic perspective (Sharia law), or a socialist perspective such as Evo Morales in Bolivia: see www.theguardian.com/commentisfree/2014/oct/14/evo-morales-reelected-socialism-doesnt-damage-economies-bolivia.



Skill (1) can be incorporated by getting students to consider the datasets of each development by graphically analysing each.

All students need to appreciate that improvements in human development can be measured differently and that different countries consider some aspects to be more important than others.

Considerations such as the environment, health and life expectancy are often seen as more important than economic gain, as discussed by Hans Rosling. For teachers, there are excellent resources such as Gapminder (www.gapminder.org/) and for students, resources such as Ted Talks can be useful (www.ted.com/talks/hans_rosling_reveals_new_insights_on_poverty/transcript?language=en). Less able students may wish to work in groups to consider which they feel is more important – education or economic growth. More able students may wish to research relationships between these ideas.

Education is often considered to be central to economic development, as it is seen as being able to develop a greater understanding and appreciation of human rights. Amnesty International have some excellent resources for teachers, as well as lesson plans for helping students develop a deeper understanding of the issues: www.amnesty.org.uk/resources/1635/1553/1628/1568/0/1#.WFjxXOSmzR. (Resources can be downloaded or ordered by phone.)

More able students should consider why education is not universally accepted, as some countries have different attitudes to gender and education. They may wish to research UNESCO's involvement in the development of education, and how access to education varies greatly between different countries. For reference and research, students and teachers may wish to review www.uis.unesco.org/Education/Documents/unesco-world-atlas-gender-education-2012.pdf, which contains some excellent resources.

Lessons 3 & 4: The reasons for variations in human health and life expectancy both within and between countries

Overview

These lessons cover Key ideas 8A.2a, b and c, and investigate why health and life expectancy vary both within and between countries. Issues can be explored via case studies and country comparisons, which should work well for all students, regardless of ability.

India offers a good example of variations within a country. A good starting position could be an article such as www.bloomberg.com/view/articles/2014-11-28/indias-twospeed-economy. This could be compared to the UK's North-South divide; and articles such as this could be used to stimulate discussion: www.theguardian.com/uk/2007/oct/28/britishidentity.society.

These lessons may take more than 2 hours. Teachers should adapt their time accordingly, depending on the strength of the students and how much time is designated for research/homework.



There is a wealth of information on this area for all indices and it's important that students decide which ones they should review. This could be achieved by ranking what they feel is the most important and using these indicators for their comparisons.

Key concepts and processes

- Health and life expectancy can differ significantly between countries. Students should be able to understand the reasons for this and why they differ:
 - different levels of development
 - under different political systems.
- Students should appreciate the reasons why health and life expectancy can differ significantly within countries, including those countries with different levels of development (e.g. two-tier economies).
- Students should understand that this can be due to different factors such as:
 - investment
 - opportunities and access to basic needs, e.g. education, sanitation, medical care.

Guidance on teaching

Students could review the two articles mentioned in the Overview above, and begin to discuss the reasons that have caused these to occur. They could also consider the benefits and costs of living or studying in the two areas in the UK. This article might make students consider the wider impacts of where they live and the choices they have. This could benefit less able students, as they should begin to develop an understanding of the benefits and costs of living in the north or south of the UK – not just financially, but socially and environmentally.

Articles such as <https://bjcardio.co.uk/2011/08/old-problems-new-solutions-the-heart-uk-annual-conference/> show the impact of where students live in the UK in terms of health. Graphical representations, such as Figure 1 in the article, are helpful for students to be able to begin to see the bigger picture.

The Office for National statistics is a good site for comparisons, for example: www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/healthandwellbeing/articles/generalhealthinenglandandwales/2013-01-30.

India suffers in different ways. Less able students might be able to review articles such as:

- India's caste system and British private education are hardly alike, but both divide their societies: www.theguardian.com/commentisfree/2016/feb/27/indias-caste-system-and-british-private-education-are-hardly-alike-but-both-divide-their-societies
- India's great educational divide: www.nytimes.com/2015/10/10/opinion/indias-great-educational-divide.html?_r=1.

More able students may wish to research more deeply into educational problems, as well as other areas, such as this article which looks in-depth at the rural-urban divide in India: www.theigc.org/wp-content/uploads/2014/09/Hnatkovska-Lahiri-2012-Working-Paper-March.pdf.



There are a massive number of articles on the divides in India; some of the measures of inequality are listed below.

After research has been carried out, students could graphically analyse and compare the problems for their chosen country and question whether this would be the same for other countries.

Table 3 shows one example of what students could research for each country chosen.

Measure of inequality	UK	India	Zambia
Access to food			
Access to clean water/sanitation			
Life expectancy			
Access to education			
Ethnicity			
Gender			

Table 3: Example of research task: the teacher may wish to fill some of these in

For more able students, this might well be a research-based lesson/homework, whilst for less able students guided research or taught lessons may be more appropriate. It may also be important for students to consider another country such as Zambia as a Less Economically Developed Country (LEDC).

Lessons 5 & 6: Governments and IGOs play an Important role in International Decision Making and progress towards Development Goals

Overview

These two lessons are aimed at Key ideas 8A.3 a, b and c. Students need to appreciate that different types of governments exist around the world and that each of these has different priorities and views on what they spend government money on. This can lead to issues within countries. The types of governance to consider are democratic, totalitarian, dictatorship and communist.

An understanding of each governance type is important and this can be achieved in different ways – from taught lessons to research or organised debate, depending on class ability. Students may find this area interesting and it could be developed into an extra lesson as they try to appreciate the impact these players can have on world poverty and human development.

Resources on the Millennium Development Goals (MDGs) can be used from the previous legacy specification and updated for the post-2015 development agenda and the new setting of goals.



Key concepts and processes

- Students should understand that governments have different ideas on how to develop their economies and each of these has both merits and weaknesses.
 - These can range from democratic to totalitarian.
 - The type of government can influence levels of social spending and social development.
- Students should appreciate that the dominant IGOs (World Bank, IMF, WTO) have traditionally promoted neo-liberal views of development that are often at odds with a country's economic goals. These are based on:
 - free trade
 - privatisation
 - deregulation of financial markets.
- Students should be able to explain how, more recently, some of these IGOs have also aimed to improve:
 - environmental quality
 - health
 - education
 - human rights.

Guidance on teaching

A summary of what the different types of governments are can be found here: www.livescience.com/33027-what-are-the-different-types-of-governments.html.

Students could be given countries that fit into the government type and asked to research them. For example:

- Democratic: UK
- Totalitarian: North Korea
- Dictatorship: Saudi Arabia
- Communist: Cuba

North Korea could be considered as not only totalitarian but also communist, and to some extent a dictatorship. Often the differences are very small, and this kind of example may help teachers to develop differentiation between types and to harness further interest if students wish to develop a deeper understanding of their case studies.

Gapminder (www.gapminder.org/) is a good place for students to start and build case studies. For instance, students could analyse and evaluate the life expectancy data for their chosen countries. They may also use other websites to help develop their understanding (some links are listed below). For example, students could draw up lists or graphically analyse social spending per capita. OECD have some good data and information that students may find useful to research and that are a useful reference for teachers: <https://data.oecd.org/socialexp/social-spending.htm>.

For the IGOs, students might like to research their main aims and importance (much of this can be gained from the legacy specification). The IMF, World Bank and WTO are perceived differently by different countries – and often not positively. Students could use this as a debate about their need to 'interfere' in other countries' affairs. Students should be directed to the IGO websites and there are plenty of articles available online about them (some of which are listed below).



An understanding of the Structural Adjustment Programme (SAP) is paramount for students, as well as the perceived issues with this. SAPs, as they are known, are a programme used by the IMF to help countries get out of poverty. They use trade liberalisation, and encourage privatisation, currency devaluation and increased interest rates, whilst minimising the influence of the state to do this. This has created issues for many nations who receive aid. A selection of information is available, such as:

- Top ten reasons to oppose the IMF:
www.globalexchange.org/resources/wbimf/oppose
- Structural adjustment – a major cause of poverty:
www.globalissues.org/article/3/structural-adjustment-a-major-cause-of-poverty
- Structural adjustment is the wrong policy:
<http://web.mit.edu/africantech/www/articles/PlanningAdjust.htm>

The SAPs are often seen in a negative way but students must appreciate the reasons behind them, and this is a great area for them to discuss and debate in class. Articles like this one help explain how often the IGOs are now involved in helping to tackle social and environmental issues:

www.worldbank.org/en/news/opinion/2016/11/03/tackling-drug-resistant-infections-a-priority.

Students could develop these as a portfolio of case studies, or these could be teacher led to make sure students see both sides of the argument. (More resources are listed below.)

The MDGs can be assessed by students and evaluated in terms of success, partial success and lack of progress. Although the legacy specification resources may be useful in developing a historical context, articles such as www.unmillenniumproject.org/goals/ allow students to appreciate the origins and the problems faced. A selection of data could be used for students to consider, not only from the UN's own website but also articles like this one, which has an excellent graphic on progress: www.economist.com/news/international/21647316-which-mdgs-did-some-good-and-which-sdgs-might-work-good-bad-and-hideous.

The new MDGs, now known as Sustainable Development goals (SDGs), were introduced in 2016 and focus more on sustainable development: www.undp.org/content/undp/en/home/sustainable-development-goals.html. Less able students could write a short paragraph on each or try to link them to their case studies. More able students may wish to consider their impact given the world as it is, and evaluate their potential effect on countries chosen by the teacher or ones they are already using for their case studies.



Key vocabulary for EQ1

Key term	Definition
Infant mortality	The number of infant deaths that occur for every 1,000 live births.
Maternal mortality	Number of maternal deaths per live births.
Super Output Area	The collection and publication of small area statistics. They are used on the Neighbourhood Statistics site and across National Statistics.
Totalitarian	A form of government in which the political authority exercises absolute and centralised control.
Dictatorship	A government or country in which total power is held by a dictator or a small group.
Communist	Economic and social system in which all (or nearly all) property and resources are collectively owned by a classless society and not by individual citizens.
Neo-liberal	Responsibility is given to the individual in a free-market and deregulated economy.
Free trade	Trade without tariffs, quotas, or other restrictions.
Privatisation	The transfer of ownership, property or business from the government to the private sector.
Deregulation	The reduction or elimination of government power in a particular industry, usually enacted to create more competition within the industry.
Sustainable development	Development that meets the needs of the present, without compromising the ability of future generations to meet their own needs.



Further reading

- Strengthening of national capacities for national development strategies and their management: an evaluation of UNDP's contribution (Country study – Saudi Arabia): <http://web.undp.org/evaluation/documents/thematic/cd/Saudi-Arabia.pdf> (for teachers and stronger students)
- A day in the life of Pyongyang – how North Korea's capital goes to work: www.theguardian.com/world/2014/may/02/north-korea-a-day-in-the-life-pyongyang (newspaper article for background reading)
- The Human Development Index – what it is and what it is not: <http://hdr.undp.org/en/hdi-what-it-is> (useful article)
- The World Bank: www.worldbank.org/
- International Monetary Fund: www.imf.org/external/index.htm
- World Trade Organization: www.wto.org/
- The World Bank – Maldives: www.worldbank.org/en/country/maldives/overview
- Let's go green in the Middle East and North Africa: www.worldbank.org/en/news/opinion/2016/11/01/let-s-go-green-in-the-middle-east-and-north-africa (tackling climate change)
- Human rights, health and poverty reduction strategies: www.ohchr.org/Documents/Publications/HHR_PovertyReductionsStrategies_WHO_EN.pdf (large PDF)

- Millennium Development Goals and post-2015 development agenda: www.un.org/en/ecosoc/about/mdg.shtml
- The HPI dataset: <http://happyplanetindex.org/countries>
- A list of HDI data from 1980–2015: <http://hdr.undp.org/en/data>
- Data for GDP per capita: <http://data.worldbank.org/indicator/NY.GDP.PCAP.CD>



EQ2: Why do human rights vary from place to place?

Teaching approach over 4–6 hours

Lesson 7 (1hr)	The growth in human rights and their importance in both international law and international agreements.
Lesson 8 (1hr)	How the European Convention on Human Rights has been incorporated into UK law and its impact on sovereignty.
Lesson 9 (1hr)	The Geneva Convention – its implications and limitations.
Lesson 10 (1hr)	Why countries have different ideas on the protection of human rights, and the global Index of Corruption.
Lesson 11 (1hr)	Why in some states (post-colonial states) there are significant groups that have had fewer rights than the dominant group, and why this is often reflected in differences in levels of health and education.
Lesson 12 (1hr)	A demand for equality from both women and ethnic groups has been an important part of the history of many states in recent years (e.g. Afghanistan, Australia, Bolivia), with progress taking place at different rates.

Lessons 7 & 8: The growth in human rights and their importance in both international law and international agreements, and How the European Convention on Human Rights has been incorporated into UK law and its impact on sovereignty

Overview

These lessons concentrate on 8A.4a and b and aim for students to gather an understanding of why human rights vary from place to place. It is a good idea to discuss what they believe to be acceptable, or to ask them to draw up a list of human rights that they feel are acceptable, and then test this against real-world examples. This may be useful in terms of developing an idea of 'values' from different perspectives. Students could also consider whether the rights they have chosen are universally agreed upon within the class.

For differentiation, assessment of the various declarations could be done using an evaluation of their effectiveness. For less able students, a clear understanding of them could be achieved through teacher presentation and Q+A within a lesson context. There is plenty of material freely available on this topic and some countries/states are better examples than others (e.g. China, Burma, Libya). A great place to start is <https://maplecroft.com/themes/hr/>, a global atlas of human rights. For the second lesson, there could be a teacher-led discussion on the recent Brexit events, with students considering the reasons they feel the country decided to leave Europe and how this could affect our human rights.

Key concepts and processes

Students should be able to recognise that human rights have become important aspects of both international law and international agreements, such as the:



- Universal Declaration of Human Rights (UDHR)
- European Convention on Human Rights (ECHR).

They need to appreciate the importance of these and comprehend the issues associated with them.

Guidance on teaching

Teachers will need to share a comprehensive definition of what we mean by human rights. Initially, this could be gained from students and their understanding. A good video to start this lesson is www.humanrights.com/what-are-human-rights/. If the video is stopped at 1:32 minutes, the teacher can then get students to consider what human rights are.

From this, the group could develop their own declaration, or debate each value so as to get them passed in a mock debate. For less able students, the video could be continued before they considered what human rights are, as examples are given and a history of them is considered in relation to the UDHR. The video comes in several parts and could be used as a homework task, such as creating a timeline on how human rights have developed. (This is not on the specification but for some it might add a degree of understanding of how human rights began.)

In small groups, students could be given a copy of the UDHR and asked to consider any that they feel should be added/removed.

Consideration and discussion should also be given to those countries who have not signed the UDHR due to their beliefs; for example, the countries may feel that political rights and social rights should be considered separately.

The fact that the UDHR has a Western bias is important, as this will help students appreciate that many countries have used it as a reason for economic or military intervention. However, the worst human rights offences are often overlooked. For instance, students could review the genocide in Rwanda in 1994, or the civil war in Yugoslavia. This is a great article by Eric Posner: www.theguardian.com/news/2014/dec/04/-sp-case-against-human-rights. More able students could look at these offences, consider why intervention was not forthcoming and then consider the reaction to problems in places like Saudi Arabia and 'the war on terror'. They may consider the reasoning as to why some countries see the UDHR as a tool to serve a purpose rather than its true purpose, which is to protect human rights.

Students could then consider the ECHR and how it has impacted on the UK. For teachers, this is a good article from the Open University: www.open.edu/openlearnworks/mod/page/view.php?id=43465.

The UDHR and ECHR can be evaluated or assessed through a simple pros and cons exercise, to enable both more and less able students to get a clearer understanding of each.



Lesson 9: The Geneva Convention – its implications and limitations

Overview

This lesson solely concentrates on Key idea 8A.4c. The Geneva Convention forms a basis in international law for prosecuting individuals and organisations who commit war crimes. It is important for students to consider what war crimes are and be aware of the growth in such crimes, even from countries where we least expect it.

Students of all abilities could research various countries and build up fact files on these. More able students may develop these further by considering why some crimes are never brought to trial, and evaluate the reasons behind this.

Key concepts and processes

- Students should be able to apply knowledge and understanding to the fact that the Geneva Convention forms a basis in international law for prosecuting individuals and organisations who commit war crimes, such as those during World War II, in the Darfur conflict and during the Bosnian War.
- The Geneva Convention has been endorsed by 196 countries (including ones as wide ranging as Burkina Faso, Brazil and the UK).
- Students must also understand that it is often difficult to bring crimes to trial for many differing reasons; for example, it is sometimes not possible to identify perpetrators, or the phrasing of the law may pose problems. In fact, over 150 countries still continue to engage in torture.

Guidance on teaching

A good place for everyone to start is www.crimesofwar.org/, a website dedicated to educating people about war crimes. Another good introduction is this 60-second video that the International Committee of the Red Cross released:

www.icrc.org/en/document/icrc-launches-shocking-video-human-cost-ignoring-geneva-conventions.

The Geneva Convention was brought in during 1949 and, as mentioned above, forms the basis in international law for prosecuting individuals and organisations who commit war crimes.

However, problems persist with the lack of trials for obvious breaches.

Examples include:

- airstrikes on two hospitals in Aleppo, Syria, by the Government
- sexual violence against women in Mali
- war crimes committed by the USA in Afghanistan.

These and many other examples are easily researchable. Students could consider why they were never followed up and appreciate the difficulty in bringing people to trial when no one admits responsibility.

One way students may be able to understand the difficulty of producing a convention on war could be for them to get into groups and come up with a set of rules each that they can then develop within class. Students of all abilities could review the positives and negatives.



The rules of war and the need for them can be investigated further: www.icrc.org/en/rules-of-war. An interactive map shows the crimes perpetrated in the former Yugoslavia and the outcomes: www.icty.org/en/cases/interactive-map. The further reading section has more links about war crimes, such as in Rwanda, where much can be gained by all students and teachers.

Creating fact files and discussing their legitimacy is a good way for students to understand why some cases come to trial but much still goes unpunished around the world.

Lesson 10: Why countries have different ideas on the protection of human rights, and the global Index of Corruption

Overview

This lesson covers Key ideas 8A.5a, b and c. It focuses on the human rights records of certain countries, as well as the reasons they differ. For less able students, much of this is about development. More able students can compare the problems and possibly relate them to Key idea 8A.3b and the development of IGOs, as well as other parts of the topic. They can begin to develop a clearer understanding of how complex the nature of the world is, and how globalisation and the impacts of economic growth can overshadow the protection of human rights in some countries.

This lesson could easily generate further development and students may need a little more time to undertake research tasks (specific sites are listed below and teachers can choose from them or supply their own). There should be information for all abilities of students to further discuss and disseminate.

Key concepts and processes

- Students need to appreciate that there are many places around the world where there are significant differences between countries in both their definitions and protection of human rights.
- Students need to gain an understanding that some states, for example the USA, often frequently invoke human rights in international forums and debates, whilst others, for example India, often prioritise economic development over human rights, and defend this approach.
- Laws and freedoms differ in different countries and there are varying interpretations of democratic freedom. Students should acknowledge and appreciate why some superpowers and emerging powers have transitioned to more democratic governments but the degree of democratic freedom varies.
- Students should, via the use of case study analysis, compare an authoritarian and a democratic system and consider why the protection of human rights and degree of freedom of speech varies. Examples here are many but could include Russia and China, and the UK or USA.
- Students should understand that the levels of political corruption vary and can be measured (Index of Corruption). High levels of corruption are a threat to human rights as the rule of law can be subverted.



Guidance on teaching

One good place to start is to get students to consider what makes countries corrupt and give some thought to human rights. In small groups they could consider the reasons, or alternatively the teacher could have some pre-arranged cards with real life human rights scenarios and students may be asked to discuss these in pairs.

In many respects the violation of human rights is accepted in certain countries. A good place to start is for the teacher to ask students to consider why much of their clothing is cheap, or produced cheaply. This can link to globalisation and the global shift of manufacturing. It also allows students to identify key factors such as:

- sweatshop conditions
- long hours
- unsafe working conditions.

Human Rights Watch (www.hrw.org/news/2015/04/22/bangladesh-2-years-after-rana-plaza-workers-denied-rights) have an interesting article about the Bangladeshi community being affected by the collapse of a factory, killing everyone inside. This includes a short but interesting video that could be used.

Examples of interesting case studies of abuse include:

- Nike faces new worker abuse claims in Indonesia:
www.huffingtonpost.com/2011/07/13/nike-faces-new-worker-abuse-indonesia_n_896816.html
- Abuse part of daily bread for Converse workers:
www.oxfam.org.au/2011/07/abuse-part-of-daily-bread-for-converse-workers/

The following article would benefit teachers and more able students in terms of the progress made to avoid issues with human rights:

<http://blogs.lse.ac.uk/businesshumanrights/2015/11/11/un-forum-series-business-and-human-rights-in-investment-treaties-what-progress/>.

Often countries bring up human rights issues when it benefits them to do so, countries like the USA and UK. Students could try to come up with reasons why this might be the case.

Alternatively, students could consider the needs of countries at different levels of development and why countries such as India, China, Bangladesh and Pakistan often overlook routine abuse of human rights for economic gain. A human rights index map can be found here: <http://reliefweb.int/map/world/world-human-rights-risk-index-2014>. Some excellent facts as to why certain countries are at extreme risk can be found on this site and it is an excellent resource for students of all ability. An interactive map on human rights issues can be found here as well:

www.telegraph.co.uk/news/worldnews/11381744/How-the-world-violates-human-rights-country-by-country.html.

Lessons 11 & 12: Inequality amongst significant groups within different states often plays an important role in their history and progress.



Overview

These lessons cover Key ideas 8A.6a, b and c and look into the reasons why, within some states, significant differences exist between certain groups. For instance, in post-colonial states, this can often be reflected in health and educational attainment. It can also be seen in terms of the demand for rights by minorities such as women and ethnic groups. Often, some progress has been made but this is often uneven and at a varied rate.

For many teachers it may be difficult to find a starting point. Although a video about the issues can be found on well-known sites, it might first be best to discuss the minority groups and post-colonial countries. A good place to start might be an article about the indigenous people in Bangladesh: www.iwgia.org/regions/asia/bangladesh. This article on the ethnocide in the Chittagong Hill Tracts may be a good resource for teachers and more able students, and could be used as an opener for debate: www.culturalsurvival.org/publications/cultural-survival-quarterly/chittagong-hill-tribes-bangladesh.

Alternatively, clips from films like Hotel Rwanda or similar may serve a purpose. 'Life is still not ours: a story of Chittagong Hill Tracts', a documentary film by Arnab Dewan, also offers an excellent start.

There is plenty of opportunity to develop good differentiation, with the use of a model debate. A PowerPoint presentation can highlight issues that students should be able to use to build up a fact file within the teacher's chosen areas.

Key concepts and processes

- In some states, such as post-colonial states, there are significant groups, defined by gender and/or ethnicity, that have had fewer rights than the dominant group. Examples include India and Afghanistan.
 - Students should be able to identify variations within countries, as identified by gender or ethnicity.
- Differences in rights are frequently reflected in differences in levels of health and education.
 - Students should be able to understand, and give examples of, the levels of education and health in indigenous communities in comparison to others (this can be achieved by statistical analysis and secondary source evidence).
- Demand for equality from both women and ethnic groups has been an important part of the history of many states in recent years, with progress taking place at different rates.
 - Students should understand the development of women's rights in a named country, as well as those of the rights of an ethnic group.

Guidance on teaching

There are many examples of indigenous tribes that can be considered. Examples include:

- Aboriginal
- Maori
- Chittagong Hill Tribes of Bangladesh



- Tutsi tribe of Rwanda.

Students of all abilities could be given a tribe of indigenous people to research in relation to the majority population and present a mock case on their issues with rights to the United Nations. For instance:

- The gap: indigenous disadvantage in Australia:
www.australianstogether.org.au/stories/detail/the-gap-indigenous-disadvantage-in-australia
- The health and welfare of Australia's aboriginal and Torres Strait islander peoples:
www.abs.gov.au/AUSSTATS/abs@.nsf/lookup/4704.0Chapter355Oct+2010
- Effects of colonization, which looks at the impact of Soviet colonisation:
www.beyondintractability.org/essay/post-colonial

For lower ability students, this article on the Maori may be a useful introduction:
www.nzherald.co.nz/human-rights-commission/news/article.cfm?o_id=82&objectid=10707993.

Teachers and more able students may also find this interesting:
<http://minorityrights.org/minorities/maori/>. (This website also contains a directory of all minority groups.) And this article takes a view that stronger and more able students may wish to review: www.teara.govt.nz/en/ethnic-inequalities/page-5.

Similarly, progress made can be investigated or debated, considering the image of women in Afghanistan, or Kurds. Students may wish to review the reasons why women and ethnic groups are still often not considered to have equal rights. This could be used as a comparative case study against the improvements in women's rights in Bolivia, e.g. www.amnesty.org/en/latest/news/2015/07/un-tests-bolivia-on-women-s-rights/. Students could consider the reasons why these different states differ in their approach. They could then try to find other states where women's rights are poor. A good place to start is www.huffingtonpost.com/2014/11/29/worst-countries-for-women_n_6241216.html. This article goes on to explain why, and has links to further articles that students might engage in.

Finally, students could draw up quantitative maps of inequality and discrimination with their fact files for chosen countries. Less able students might wish to write a small paragraph on each, and conclusive statements based on the reasons why the gaps are not closing or rights are improving.



Key vocabulary for EQ2

Key term	Definition
Sovereignty	A country's independent authority and the right to govern itself.
Authoritarian	Favouring or enforcing strict obedience to authority at the expense of personal freedom.
Corruption	Dishonest or fraudulent conduct by those in power.
Subverted	To undermine the power and authority in a particular country.
Post-colonial states	States which were once run and exploited by others.
Indigenous	The original population.
War crime	An act carried out during the conduct of a war that violates accepted international rules of war.

Further reading

- Sixty Years Later, How Relevant Are The Geneva Conventions?: www.rferl.org/a/Sixty_Years_Later_How_Relevant_Are_The_Geneva_Conventions/1798177.html
- Debating Human Rights – universal or relative to culture?: www.developmenteducation.ie/blog/2014/02/debating-human-rights-universal-or-relative-to-culture/
- Rwandan genocide and the UN: www.un.org/en/preventgenocide/rwanda/about/bgpreventgenocide.shtml
- Crimes of war – Rwanda: www.crimesofwar.org/a-z-guide/rwanda/
- Crimes of war – incitement to genocide: www.crimesofwar.org/a-z-guide/incitement-to-genocide-2/
- The Ethics of Intervention – human rights, national sovereignty and the balance of risk: www.speakerscornertrust.org/5166/the-ethics-of-intervention-human-rights-national-sovereignty-and-the-balance-of-risk/ (excellent academic debate)
- Human Rights atlas: www.humanrightsatlas.org/atlas/ (great for data and comparisons)



EQ3: How are human rights used as arguments for political and military intervention?

Teaching approach over 4–6 hours

Lesson 13 (1hr)	There are different forms of geopolitical intervention in defence of human rights, and IGOs, governments and NGOs seldom agree over these.
Lesson 14 (1hr)	The involvement of Western governments as custodians of human rights and how these may be used to their benefit.
Lesson 15 (1hr)	How the focus of development of human rights and welfare can often have negative impacts on culture and the environment.
Lesson 16 (1hr)	The impact of aid by different donors on countries.
Lesson 17 (1hr)	The justification and reasons for military aid and military intervention.

Lessons 13 & 14: There are different forms of geopolitical intervention in defence of human rights and IGOs, and the involvement of Western governments as custodians of human rights

Overview

These lessons cover Key ideas 8A.7a, b and c. They look at the different types of geopolitical interventions that exist and their impacts. Teachers should concentrate on development aid, trade embargoes, military aid, and indirect and direct military action.

For more able students, there are plenty of synoptic links with other topics, namely energy cycles and globalisation, and students could try to find the links between different topics and case studies they may already have studied. For less able students, PowerPoints and case studies might offer a useful way to understand the impacts that these interventions can have. Other methods might include mind maps and worked examples.

Links to previous units, including legacy specification units, include Superpowers (6GEO3) and Development Gap (6GEO3), as well as links within Globalisation and the WTO. Geopolitical tensions can also be highlighted within the global context and students may wish to discuss current issues and how these could impact on some nations.

Comprehension-based exercises could be developed from material the teacher has sourced. Students should gain a clear understanding of the different players involved in aid and how they have different views on intervention and human rights. These should include IGOs such as the World Bank and IMF, and the use of programmes such as SAP schemes.



Key concepts and processes

- Students should understand why countries intervene in other countries' development and human rights issues.
- As mentioned in the overview, students should be able to appreciate that there are several different types of interventions: development aid, trade embargoes, military aid, and indirect and direct military action. They should also understand that often the reasons behind these are masked.
- Often, interventions are promoted by IGOs, NGOs and governments, but rarely is there consensus about the reasons for these.
- Some Western governments frequently condemn human rights violations and use them as conditions for offering aid, negotiating trade agreements, and as a reason for military intervention, which challenge ideas of national sovereignty. Many examples can be drawn on, such as the recent condemnation of Iran and Saudi Arabia by Europe, and an excellent article draws our attention to Australia's human rights record: <http://theconversation.com/why-does-international-condemnation-on-human-rights-mean-so-little-to-australia-53814>.

Guidance on teaching

One strategy that might get students thinking is for them to consider aid in a broader context and begin to look at reasons why IGOs and governments give aid. This could be done under the banner of 'There is no such thing as a free lunch' (much of this can link back to part of the Superpowers and Bridging the Development Gap topics in GEO3 in the legacy specification).

Individually, each type of aid can be explained and exemplified. The Guardian offers a plethora of information on aid: www.theguardian.com/global-development/aid.

Development aid given by governments to other governments is often shrouded in controversy. Many examples exist, as the reasons for aid are not always as straightforward as people are led to believe. Students could research different examples, or for lower ability students the teacher could consider delivering these via PowerPoints. Examples could include:

- Pergau Dam (negative impact in terms of development aid, which many believe did not benefit the people in Malaysia): www.cgdev.org/blog/getting-facts-straight-pergau-dam-and-british-foreign-aid
- Ghana (potential success story – a good example of how they are moving away from aid and have reduced poverty): www.theguardian.com/world/2012/jan/15/ghana-aid-10-years.

The following article looks at development aid in Africa, and the recipients. It could be a good starting point for higher ability students to begin researching the reasons why some get more money than others: www.oecd.org/dac/stats/documentupload/2%20Africa%20-%20Development%20Aid%20at%20a%20Glance%202015.pdf. This article also offers plenty of data that can be used by teachers to look at some of the geography skills in this and other topics, as it has a high number of different types of datasets and presentation techniques.

Students should be aware that development aid and corruption can often be linked. There are plenty of articles about this, some of which are highlighted in Further reading. Examples include:



- British aid money is funding corruption overseas: www.telegraph.co.uk/news/politics/conservative/11199866/British-aid-money-is-funding-corruption-overseas-damning-new-report-finds.html
- Poverty in Haiti: www.poverties.org/blog/poverty-in-haiti (a really good article on Haiti and historic misguided aid and corruption, which should offer a great insight for all levels of students).

Military aid has many positives and negatives, which students could also explore. Global issues has an excellent website that helps explain all the different types of aid and issues with it: www.globalissues.org/issue/786/aid.

Indirect and direct military action has had many consequences throughout the last twenty years. The situation in Syria is an up-to-date example of why governments decide on intervention. Often, military intervention is done to hide other intentions. For instance, it could be argued that military intervention in Kuwait during the first Gulf war was a reflection of USA's need to protect its oil supply. In the same way, Syria is a major oil-producing state, with 2.5 billion barrels in proven reserves.

Another way to look at the various issues, both positive and negative, of geopolitical interventions is to group students so that they can produce presentations on a specific type of aid, with a case study of where it has worked and where it has not.

Lessons 15 & 16: The focus of development of human rights and welfare can have negative impacts, and the impact of aid

Overview

These lessons cover Key ideas 8A.8a, b and c. Teachers could incorporate much of this within the previous lessons or deal with them separately, as detailed here.

For lower ability students, it might be better to go through the different types of aid that can exist in this area: charitable gifts by NGOs (to address the impacts of hazards e.g. Haiti) and national governments, and IGOs offering loans.

For more able students, an appreciation of the problems of aid can be discussed within a class debate. The case of Haiti offers an excellent insight into the issues that can exist with aid and corruption. Articles like the following offer an area for debate amongst students: www.telegraph.co.uk/news/worldnews/asia/india/9061844/India-tells-Britain-We-dont-want-your-aid.html.

Key concepts and processes

- Students should be able to identify different forms of aid and their purpose.
- Students should be able to understand and evaluate the different impacts that aid has on countries.
- Students should be able to appreciate that often Western governments believe themselves to be the police officers of human rights, and the problems this can have.



- The actions of TNCs and superpowers have serious impacts on the environment in which minority groups live, and disregard their human rights to their land and culture.

Guidance on teaching

As a starter activity, students could be given dominos with a type of aid and its definition, and have to match them up. They can then consider the flows of aid from one country to another; a blank map might be given to each student and they could mark the flow of aid onto it. Sources of information for this include:

<http://www.oecd.org/statistics/datalab/oda-recipient-sector.htm> - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/498410/Table_2-Top-20-recipients-DFID-bilateral-gross-public-expenditure-2012-15.csv/preview).

Alternatively, the following article offers an interesting insight into the machinations of aid, and for more able students and teachers it could give a useful platform from which to develop lessons: <https://mises.org/library/corruption-and-foreign-aid>.

Another interesting article looks at where the money to Haiti went:

<https://newint.org/features/2012/01/01/haiti-money-ngo-un/>. Often, aid is offered to countries after natural disasters and the teacher may ask students to consider why this might be the case. It might also be helpful to re-introduce the Parks Model, if covered previously, to link to Unit 1 (Tectonic Processes and Hazards). Students could consider Christian Aid and Oxfam, and look at the money that it sends overseas in aid projects. Flow maps could be drawn, and there could be discussions on the development of ideas about the Western custodianship of human rights, especially when considering other cultural ideals.

A video of footballer Samuel Eto'o could be used from

www.theglobalfund.org/en/blog/2016-08-30_Samuel_Eto_o_I_Beat_Malaria/.

This contains useful information and a four-page report of malaria in West Africa. This could be used as a starting point into research on malaria, as it has been reduced by NGOs' help.

Gender equality has also improved in certain countries, and for this the World Bank has some useful information and a whole dataset that might be useful:

www.worldbank.org/en/region/afr/brief/improving-gender-equality-in-africa.

More able students may be able to consider the wider implications of over-reliance on aid, whilst lower ability students might be pointed towards www.twigh.org/twigh-blog-archives/2015/7/31/aid-dependency-the-damage-of-donation, which offers a good insight into the problems of over-reliance, as well as potential areas for research. More able students might wish to further research the idea of 'earmarking' money, mentioned in this article, and the problems this might present in terms of control of spending, amongst other things.

Corruption and aid to Africa, as well as the role of the elite, can be studied using articles such as this: <http://ecadforum.com/2013/07/05/the-role-of-development-aid-in-ethiopia/>.

More information on Ethiopia and corruption can be found here: www.zehabesha.com/the-role-of-development-aid-in-fuelling-corruption-and-undermining-governance-in-ethiopia/.



Finally, within these lessons, students must appreciate that economic development by both superpowers and TNCs can have a serious impact on the environment in which minority groups live, and can disregard their human rights, land and culture.

- Several case studies can be drawn from the legacy specification, including ANWR (Arctic National Wildlife Refuge).
- The Aral Sea may offer some useful information on the issues associated with government intervention and change that has negatively affected the environment and health, and therefore human rights.
- Mangroves and habitat destruction by TNCs could also be considered.
- Information could be gathered from the Niger Delta, as tribes are forcibly moved as TNCs search for oil; as well as tribes within the Peruvian Amazon.
- Another discussion point could be the land grabs by foreign investors in East Africa.

Using knowledge gained from Unit 2, Globalisation, students should be able to appreciate the impacts that TNCs can have, and lower ability students might wish to consider what these are when TNCs make decisions about potentially profitable areas. This article is a good introduction to the Niger Delta Oil crisis:

www.ibtimes.co.uk/nigerias-oil-war-who-are-niger-delta-militants-1520580.

There is a lot of information available in this area, some of which is listed below.

Lesson 17: The justification and reasons for military aid and military intervention

Overview

This lesson covers Key ideas 8A.9a, b and c, and discusses the role of military aid and intervention, both direct and indirect. For many students, much of what they have seen in the news for the past 10 years or more should help them to determine that military conflicts between nations is commonplace, and that often more powerful countries such as the USA have been at the forefront of this.

More able students can discuss events that they have seen on the news or read about, for instance Vietnam, Iraq, Syria and Somalia. Teachers could start the lesson by asking them to create mind maps of why countries get involved in wars. For those with a keen interest in this area of geopolitics, there is plenty to get them interested, and some sites are listed below.

For lower ability students, the best approach may be direct lessons in terms of the reasoning why, with exemplifications such as those mentioned above. Other methods that could be used include videos, social media, websites on conflicts, blank maps that students can highlight conflicts on and the reasons for them, and research-based tasks.

Key concepts and processes

- Students need to understand that often global strategic interests might drive military interventions and that these are often justified by the protagonists in terms of human rights issues. As the world becomes more globalised and strategic, it's often important for countries to hide their true reasons behind other ones, such as human rights.



- Students should be able to evaluate the relationship between military aid and human rights.
- It is important to appreciate that military aid, both in terms of training personnel and weapons sales, is sometimes used to support countries that themselves have questionable human rights records, if it suits the protagonist.
- Direct military intervention is increasingly part of a 'war on terror', which is partially justified as promoting human rights of minority communities but is compromised by the use of torture by combatant states that have signed the Declaration of Human Rights.
 - Students should be able to explain the difficulties with military intervention, both politically and militarily.

Guidance on teaching

To understand global strategic interests and why these might lead to military interventions, students could be pointed towards this article in The Spectator: www.spectator.co.uk/2014/08/the-wars-that-really-are-about-the-oil/.

More able students could use the following site, which has a timeline of USA conflicts: www.globalpolicy.org/us-westward-expansion/26024.html. They should focus on anything post-1980 and research the reasons why some of the conflicts took place, which should include:

- the human rights record of the country
- the Index of Corruption
- major exports
- global position.

Websites like the CIA World Factbook will be useful in this area, as will www.transparency.org/research/cpi/overview. The USA has for some time wanted to secure its energy supplies worldwide. Examples could be considered, including <http://edition.cnn.com/2013/03/19/opinion/iraq-war-oil-juhasz/index.html>. Further information can also be seen at <http://nationalinterest.org/feature/5-oil-wars-ended-disaster-14885>. The following article has several links and looks at how big business is benefitting from 'oil wars' in Iraq: www.thedebate.org/thedebate/iraq.asp.

Often, these interventions have been under the guise of something else, and it is important for students to consider the human rights records of these countries. Amnesty International published a report on the 10 worst countries for human rights violations. Students could consider why countries who use human rights as a reason to intervene do nothing in some of these countries:

www.telegraph.co.uk/news/worldnews/11381744/How-the-world-violates-human-rights-country-by-country.html. Further sites are listed below.

The use of the Development Compass Rose would be a good way for students to consider the reasoning behind why military intervention is undertaken: www.tidegloballearning.net/sites/default/files/uploads/2c.50%20Compass%20rose.pdf.

Military aid based on training and weapons sales can also be an interesting area, and the teacher could, via the use of cards, hand out statements such as:

- 'USA and allies train troops in the Ukraine'
- 'China to provide enhanced military training in Syria'



- 'Nigerian army seeks Russian military training'. These were headlines found online and could be used to spark conversation or reasoning as to why they would take place, in terms of the strategic nature of them.

Finally, the selling of arms has increased, with many countries selling weapons around the world: www.independent.co.uk/news/business/news/arms-trade-exporters-importers-weapons-transfers-sipri-a6891491.html. This article looks at the importers and exporters over the past five years, and the USA is by far the largest exporter of weapons.

Students could be asked to consider the reasons for 'the war on terror' and what it is aiming to achieve. Beyond that, they could consider the issues surrounding incidents such as Guantánamo and illegal detention. There has also been an increase in global surveillance, which can be seen as an infringement on human rights and would be an interesting starting point for a classroom debate. There are many articles on this, including www.counterpunch.org/2009/03/17/u-s-human-rights-abuses-in-the-war-on-terror/. Several are also listed below.

Key vocabulary for EQ3

Key term	Definition
Embargo	An official ban on trade or other commercial activity with a particular country.
Trade agreement	Treaty or an international agreement on conditions of trade in goods and services.
Development aid	Financial aid given by governments and other agencies to support the economic, environmental, social and political development of developing countries.
Malaria	A serious tropical disease spread by mosquitoes.

Further reading

- Aid effectiveness: The role of the local elite: www.gla.ac.uk/media/media_21786_en.pdf (academic report)
- Elite and mass support for foreign aid versus government programs: experimental evidence from Uganda: http://aiddata.org/sites/default/files/wps23_elite_and_mass_support_for_foreign_aid_vs_government_programs.pdf (academic report)
- Aid and corruption: <http://blogs.worldbank.org/african/aid-and-corruption> (good article for lower ability students and for background reading)



- Donor aid and corruption in Ethiopia: www.researchgate.net/publication/256047467_Donor_Aid_and_Corruption_in_Ethiopia (offers an insight for teachers to build case study information; academic paper which can be downloaded for free)
- Corruption, conflict and sustainable development in African states: www.ncsu.edu/aern/TAS13.1/TAS13.1_Bamidele.pdf
- Shell and Niger Delta: www.amnesty.org/en/latest/news/2015/11/shell-false-claims-about-oil-pollution-exposed/
- Niger delta oil spill clean-up launched – but could take quarter of a century: www.theguardian.com/global-development/2016/jun/02/niger-delta-oil-spill-clean-up-launched-ogoniland-communities-1bn
- Map of Human rights 2014: <http://reliefweb.int/map/world/world-human-rights-risk-index-2014>
- Lots of links to other sites within the Guardian/Observer: www.theguardian.com/rightsindex/0,,201749,00.html
- Article on rights by spokesperson on human rights in Australia: www.hrca.org.au/hurights%20and%20terrorism.htm
- Amnesty International – Human rights and national security: www.amnestyusa.org/our-work/issues/security-and-human-rights (good for all levels)
- Table showing the worst human rights abusers via population, HDI and GDP; students could add to this the Index of Corruption to look for relationships: www.theguardian.com/Tables/4_col_tables/0,,258330,00.html



EQ4: What are the outcomes of geopolitical interventions in terms of human development and human rights?

Teaching approach over 4–6 hours

Lesson 18 (1hr)	The different ways of measuring the success of geopolitical interventions.
Lesson 19 (1hr)	Evaluate the impact of democracy on human development.
Lesson 20 (1hr)	The complex relationship between development and aid.
Lesson 21 (1hr)	The short- and long-term impacts of military and non-military intervention.

Lesson 18: The different ways of measuring the success of geopolitical interventions

Overview

This lesson covers 8A.10a and looks at the various ways in which you can measure the success of geopolitical interventions. It is important that lower ability students appreciate that these come in several formats, including improvements in health, life expectancy, educational levels, gender equality, freedom of speech and the successful management of refugees, as well as improvements in GDP.

For more able students, it could be a good time to discuss and research the short-term and long-term impacts of geopolitical intervention, and potential problems associated with it.

Key concepts and processes

- As mentioned above, measurements of success comprise a wide range of variables, including:
 - improvements in health
 - life expectancy
 - educational levels
 - gender equality
 - freedom of speech
 - successful management of refugees
 - increases in GDP per capita.
- It is useful for students to have some examples of these changes. There are many good web links, a few of which are listed below. There is also a selection of examples that could be used within different timescales, which could add interest in terms of the length of time between interventions.



Guidance on teaching

Students could be led to investigate how successful interventions in managing European or Asian boat people have been. They can then prepare a report using the following headings:

- Life expectancy
- Education
- Gender equality
- Freedom of speech
- GDP per capita

Then hold a class discussion on the findings, where students of all abilities can discuss the relative success of the intervention.

A useful resource for this is <http://www.historylearningsite.co.uk/vietnam-war/vietnamese-boat-people/>, which offers an insight into the reasons for intervention and could be researched to find information on the refugees that fled to various countries including Australia, USA, Canada and Britain.

Figures for the whole of Syria exist here: <http://reliefweb.int/report/syrian-arab-republic/whole-syria-health-facts-and-figures-march-2016-0>. The link includes 'posters' that could be shared out between groups, and then evaluation of achievement could be undertaken. More critical analysis (Integrated skills 8) could be done using figures found here: www.humanosphere.org/basics/2013/06/syria-refugee-crisis-worsens-and-money-dries-up/ (there are more links in Further reading).

Gender equality can be looked at via the Gender Index:

- The complex nature of intervention in Iraq makes interesting reading for students: www.genderindex.org/country/iraq
- Here is the situation for Afghanistan: www.genderindex.org/country/afghanistan

Education is also covered by these sites but here is more information on UNESCO's approach to gender and education equality in Iraq:

[www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Iraq/pdf/Publications/EN%20-%20Gender%20Equality%20Fact%20Sheet%20-%20Final%20\(24.11.2011\).pdf](http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Iraq/pdf/Publications/EN%20-%20Gender%20Equality%20Fact%20Sheet%20-%20Final%20(24.11.2011).pdf)

GDP growth for Iraq can be found here up to 2013: www.bbc.co.uk/news/world-middle-east-21752819. However, much of this relies on oil, which it could be argued is misleading, and human rights are still regularly abused: www.hrw.org/middle-east/n-africa/iraq. As this link shows, Iraq still remains a corrupt country (161 out of 168 in 2015): www.transparency.org/country/#IRQ (there is lots of useful information to consider).



Lesson 19: Evaluate the impact of democracy on human development

Overview

This lesson covers 8A.10b and 8A.10c. It explores the impacts that democracy can have on countries where geopolitical intervention has occurred. Interventions can have a dual impact in terms of both introducing democratic institutions to the country and introducing freedom of expression; both of these are seen as central to the development of democratic and capitalist societies. While for some countries successful development is measured only in terms of economic growth, and therefore less attention is given to holistic development (human wellbeing), human rights and the development of democratic institutions, it should be noted that those introducing democracy are doing so to stimulate economic growth as well.

For more able students, debate may be a good way to develop learning around the extent to which democracy is actually achieved and leads to tangible improvements. Less able students may wish to develop more descriptive/explanative presentations on chosen countries, with teacher-led discussions on the difficulties faced when introducing democracy and the subjective nature of developmental success. Less able students will need to appreciate that there are many views on the issues and that, while some may measure success in terms of economic development, others measure success in terms of human development, which includes indicators such as life expectancy, education and economic growth (i.e. HDI), or go even further to include gender equality and freedom of expression.

Key concepts and processes

- For some governments and IGOs, the introduction of democratic institutions is deemed important and freedom of expression is seen as central to the development of democratic and capitalist societies. Many examples exist that can be used to develop understanding, although it should be noted that 'new' democracies frequently exhibit signs of continued censorship and corruption: Liberia offers some insight, with the country's female president (since 2006) awarded the Nobel Peace Prize in 2011, while other more topical examples where geopolitical intervention has taken place would include Iraq, Afghanistan and Syria.
- For other countries, success is measured in terms of economic growth with less attention to holistic development (human wellbeing) or human rights and the development of democratic institutions: the most high-profile example of this could be China, with Vietnam another good example, where single-party socialism has been integrated with a globalised capitalist economy. (See Table 4.)



Value	Definition
Democracy	The belief that a developed society is one where everyone has the right to vote.
Individualism	The belief that individuals should have the right to pursue their own actions and dreams.
Consumerism	The belief that wealth, and the ability to buy goods and services, leads to happiness.
Technology	The belief that problems can be solved by using technology, especially high-end technology.
Economic Freedom	The belief that markets should be free, and people should be at liberty to make money how they choose.

Table 4: Characteristics of a westernised global culture

Guidance on teaching

One approach for this could be to review what is meant by the development success criteria learnt in earlier lessons, such as improvements in health and education as well as gender equality and freedom of speech. Students could suggest reasons why these might be considered good measures to help consolidate their learning.

After this, different countries undergoing significant geopolitical intervention, such as Iraq, Afghanistan and Syria, could be introduced and students asked to judge whether geopolitical interventions in these areas have been successful. Articles such as <http://thediplomat.com/2016/08/a-rare-success-story-in-afghanistan-education/> on the success of education can be considered (other links are provided below). Students could be separated into groups and asked to consider the problems and hurdles that these countries face and whether or not they could be considered to have 'developed' successfully.

Within groups they may wish to create a fact file based around the different criteria of success, incorporating different elements of economic growth and the key features of governance. Students could then try to evaluate, through discussion, the extent to which the 'decoupling' of communist government from capitalist finance in Vietnam has been successful. The state run financial improvements in China could also be studied (see links below).

Students may wish to debate the necessity of 'democracy' and whether or not it is always the answer to help countries develop successfully or whether it is a potential tool of the west. Students could be separated into teams with some for democracy and others against democracy, i.e. is 'democracy' simply one of many values perpetuated by western global culture that can be contested? Are there other values that could be considered more significant or important for achieving a developed society?

An excellent article from the Guardian (although quite long) could help students understand the complex nature of change:

<https://www.theguardian.com/news/2015/apr/22/vietnam-40-years-on-how-communist-victory-gave-way-to-capitalist-corruption>



Another way to help develop understanding might be this article in Global Issues, which looks at the pros and cons of democracy:

<http://www.globalissues.org/article/761/democracy>

On the other hand, in China economic growth and development comes at the cost of democratic voices and freedom of speech. This article helps to develop these ideas:

<http://theconversation.com/the-secret-to-the-chinese-communist-partys-success-10675>

Lesson 20: The complex relationship between development and aid

Overview

This lesson covers 8A.11a, b and c. In the West, aid is often considered a successful way to help countries develop. However, this is not always the case. Students should consider Haiti or Iraq as good case studies of the failure of aid to truly help the country, and this can be researched and compared against a situation like the West African Ebola outbreak, where aid did help.

More able students may wish to consider the bigger picture, in terms of why aid is offered in the first place and the hidden reasons that often surround it.

Key concepts and processes

- The relationship of aid, development, health and human rights is unclear, with relative success stories in some states contrasted with relative failure in other states.
 - For example, successful aid in Liberia has helped improve water and sanitation but not had significant impact on education, whilst corruption in many countries means that not all aid reaches those that need it.
- In some states that receive substantial development aid, economic inequalities have increased, while in other states economic inequalities have decreased; this in turn impacts on health and life expectancy.
- The extent to which superpowers use development aid as an extension of their foreign policies and judge success in terms of access to resources, political support in IGOs and military alliances and formation of military alliances.
 - In many cases, countries such as China and the USA are seen to be investing heavily with the use of aid in African states. China, for instance, is investing heavily in extractive industries like copper, oil and natural gas.

Guidance on teaching

The teacher may wish to create a set of cards with the different types of aid on them (including definitions and possibly examples) and give them out. Students should consider why a country would give the aid and why another country would accept it. Another technique might be to split the class into donors and receivers and give them a scenario which could lead a country to ask for aid so they could debate the 'strings attached'.

Beyond this students could then consider the reality of aid and what it is spent on: www.realityofaid.org/2006/01/afghanistan-iraq-sucking-up-foreign-aid/. This gives some indication of the problems in the Middle East. Students could also consider this viewpoint from USAID: www.usaid.gov/iraq.



Syria and Iraq have been considered a failure in terms of humanitarian grounds:

- www.doctorswithoutborders.org/news-stories/special-report/syria-two-years-failure-international-aid
- www.theatlantic.com/international/archive/2013/03/the-failed-reconstruction-of-iraq/274041/

Successes can be understood by looking at links such as <https://think-global.org.uk/a-story-of-aid-success/>

Haiti offers another example of failure of development aid; students could consider the reasons as to why this happened:

- <http://recom.wider.unu.edu/article/aid-failures-haiti-exploring-fatal-flaw>
- www.theguardian.com/commentisfree/2010/dec/28/haiti-cholera-earthquake-aid-agencies-failure

The extent to which superpowers use aid as an extension of their foreign policies can be discussed. This web link offers a detailed discussion:

<http://globalsuperpowers.weebly.com/how-do-superpowers-exert-their-dominance.html>.

Aid often has to be repaid and is discussed in this article:

www.theguardian.com/global-development/2014/jan/16/european-donors-aid-budget-loans. This creates a cycle of debt that makes countries reliant on others and more susceptible to unfair trade negotiations. China's investment in Africa is a good example of this: www.theguardian.com/global-development/interactive/2013/apr/29/china-commits-billions-aid-africa-interactive. This interesting article considers why China is committing large amounts of aid into Africa: www.brookings.edu/opinions/chinas-aid-to-africa-monster-or-messiah/. More information can be found on this area in the Further reading list.

Lesson 21: The short- and long-term impacts of military and non-military intervention

Overview

This lesson covers the final Key area of 8A.12a, b and c. It looks solely at the impacts of military and non-military interventions.

There have been several different outcomes from recent military interventions. Until relatively recently, military interventions were usually used to achieve a state's geopolitical goals of protecting and/or enhancing its territory, population and other critical resources. However, military interventions for humanitarian reasons have grown rapidly. Whilst these direct interventions by the international community in places like Kosovo and Somalia have helped build peace, more recently there has been a move towards indirect interventions such as in Syria, which have had less than successful results.



Key concepts and processes

- Students should appreciate that the recent history of military interventions, both direct and indirect, suggest that there are significant costs, including loss of sovereignty and human rights, and contrasts between short-term gains with long-term costs.
 - Often, military intervention can come with significant human cost and suffering, whilst indirect military intervention such as in Syria can have solutions.
- Students should understand that other non-military interventions may have a stronger record of improving both human rights and development.
- Students should recognise that a lack of action can also have global consequences; these can impact negatively on progress in environmental, political and social development (human wellbeing and human rights).

Guidance on teaching

The short- and long-term impacts of recent military interventions can be looked at through Iraq. There are different ways of looking at this and many articles on the internet that would help students come to an informed decision, e.g. www.3rd-rock.org/iraq/analysis/long_term.html. The Global Policy Forum has some excellent articles going back in time about the Iraq war: www.globalpolicy.org/humanitarian-issues-in-iraq/consequences-of-the-war-and-occupation-of-iraq/35722.html. This article looks at the short- and long-term cultural impacts: www.cemml.colostate.edu/cultural/09476/chp04-12iraqenl.html. The Guardian covers the Chilcot Inquiry and its main findings are here: www.theguardian.com/uk-news/2016/jul/06/iraq-inquiry-key-points-from-the-chilcot-report.

Students could be separated into groups and asked to research places such as Iraq, and the more recent events in Afghanistan and Libya, to highlight whether the costs of military intervention were worth it. More able students could be asked to come up with other ways of achieving improvements in development.

It's important to recognise that interventions often meet with varied success and that each one is different and undertaken for different reasons. However, the intervention in Côte d'Ivoire showed that decisive quick action can have lasting benefits for the country. This article explains it very well: www.theatlantic.com/international/archive/2011/06/in-c-te-divoire-a-model-of-successful-intervention/240164/.

Many of these articles will allow students to critically analyse source materials to identify possible misuse of data in the qualitative assessment of success for military interventions. There are many articles that have differing outcomes, and some can be found in the list below.

When action doesn't occur (i.e. non-intervention), there can be global consequences. The following debate allows people to have their say and gives several points of view that may be interesting for students: www.debate.org/opinions/is-non-intervention-better-than-intervention.



It is necessary for all students to be able to evaluate the conflicts and interventions, make an informed decision about whether they feel they were worth it, and be able to justify their answers.

This article looks at social and economic development in Africa: www.uneca.org/cfm1996/pages/overview-economic-and-social-development-africa. Human Rights Watch looks at South Africa here: www.hrw.org/africa/south-africa. This article suggests there is another, alternative way to improve development: www.greenbeltmovement.org/wangari-maathai/key-speeches-and-articles/bottleneck-to-development-in-africa.

Key vocabulary for EQ4

Key term	Definition
Ebola	A notoriously deadly virus that causes severe symptoms, the most prominent being high fever and massive internal bleeding.
Holistic	Dealing with or treating the whole of something and not just a part of it.

Further reading

- The Syrian refugee crisis and lessons from the Iraqi refugee experience: www.bu.edu/iis/files/2013/05/Syrian-Refugee-Report-v-5.1.pdf (good comparison between Iraq and Syria; large PDF, suitable for teachers and background reading)
- Syria: the story of the conflict: <http://www.bbc.co.uk/news/world-middle-east-26116868> (article on Syrian refugees and war)
- Aid and the Islamic state: www.odi.org/publications/9133-iraq-isis-isil-aid-humanitarian
- Development success and the improving world of aid: <http://devpolicy.org/getting-better20110407/>
- 10 essential facts about Chinese aid in Africa: <http://nationalinterest.org/feature/10-essential-facts-about-chinese-aid-africa-14456>
- The Chilcot Report: www.iraqinquiry.org.uk/
- Côte D'Ivoire: The case against military intervention: www.pambazuka.org/governance/cote-d%E2%80%99ivoire-case-against-military-intervention
- Military intervention in Afghanistan – strategic success or disastrous failure?: <http://imamsonline.com/blog/military-intervention-in-afghanistan-strategic-success-or-disastrous-failure/>