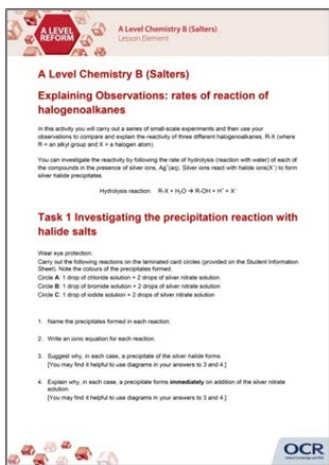




Question time: Human Rights and Geopolitical Intervention

Instructions for teachers

These instructions should accompany the OCR resource 'Question time: Human Rights and Geopolitical Intervention' activity which supports OCR A Level Geography



The Activity:



This activity offers an opportunity for English skills development.

Associated materials:

'Question time: Human Rights and Geopolitical Intervention' Learner activity sheet.



This resource is an exemplar of the types of materials that will be provided to assist in the teaching of the new qualifications being developed for first teaching in 2016. It can be used to teach existing qualifications but may be updated in the future to reflect changes in the new qualifications. Please check the OCR website for updates and additional resources being released. We would welcome your feedback so please get in touch.



Introduction to the task:

The purpose of this task is to develop understanding of the relative success in governance of multiple human rights issues in any one country. As an example, although some progress is being made, there are many issues which persist in Ethiopia. The effects of resettlement of indigenous population; detention, imprisonment and torture; FGM; forced early marriage; female opportunities in education and the workplace; trafficking of children; and food security / water supply and health, illustrate the range of problems. Most of these are interrelated and this is a significant factor in governance strategies. Useful sources of information include the UN, the World Bank, Human Rights Watch and Amnesty International web sites, which provide country by country data.

<http://www.worldbank.org/>

<http://www.hrw.org/>

<http://www.amnesty.org/>

<https://www.un.org/en/rights/>

The topic is from the part of the specification, which considers evaluation of governance strategies in the context of one country facing a range of issues. This may be an EDC or and LIDC where progress in development is hindered by the difficulties presented by violation of human rights.

Before the lesson: students prepare a written report as a Special Envoy on 'how effective are the strategies of governance for human rights'.

At the start of the week each student chooses a particular country for which they have been appointed as UN Special Envoy reporting on human rights. Students should research and write a country report on:

- The range and nature of human rights issues;
- Attempts at governance and obstacles to progress;
- An evaluation of the strategies for their country.

In addition, students devise and submit three questions some of which will be put to the other envoys for discussion in the final **Question Time** lesson.

Choice of countries is significant and may well be best organised on a regional basis with two or three students per continent. It is expected that the knowledge and understanding obtained from individual research on one country will enable each student to pose appropriate questions. These should be





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submitted to the teacher in advance of the lesson for selection of appropriate questions to be used in the final lesson. A Question Slip on the Learner Activity Sheet is provided for this. Examples might include:

- What are the different types of human rights issues most prevalent in each of your countries?
- Which of these issues creates the most pressing risk?
- Are there any particular types of environment / geographical area within your country where issues are particularly problematic?
- What are the impacts of human rights violations on the lives of particular groups of people e.g. children, women, elderly, disabled, ethnic minorities?
- In which issue / area has there been most success in alleviating problems and how can this be explained?
- What are the main obstacles to good governance of human rights issues?
- What are the main strategies for human rights governance and which approaches have been the most successful?
- What has been the specific role of the UN?
- What is the role of the national government in attending to human rights issues?
- Which NGOs have been working in your country, which human rights have been their main concern and what influence have they had?
- What examples of partnerships been developed in governance strategies in your country? And to what extent is this approach effective?

During the lesson: the teacher chairs the 'Question Time' in which envoys are invited to put their questions to the group. The chair invites response from particular envoys before opening up discussion to the floor. Having read the reports the teacher should be in a good position to direct certain questions to particular parts of the world / students.

An alternative approach is to organise discussion groups by continent where the questions are discussed amongst (for example) three countries before being fed back to the group.

After the lesson: Chairs a plenary session in which each continent reports a summary of their findings





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