

Diploma Programme subject outline—environmental systems and societies			
School name	Ela Green School	School code	060876
Name of the DP subject <i>(indicate language)</i>	Global Politics		
Level <i>(indicate with X)</i>	Standard completed in two years	<input checked="" type="checkbox"/>	Standard completed in one year* <input type="checkbox"/>
Name of the teacher who completed this outline	Jacqueline SP	Date of IB training	November 2022
Date when outline was completed	05/12/2022	Name of workshop <i>(indicate name of subject and workshop category)</i>	Online GP Category 1

* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Diploma Programme Assessment procedures*.

1. Course outline

- Use the following table to organize the topics to be taught in the course. If you need to include topics that cover other requirements you have to teach (for example, national syllabus), make sure that you do so in an integrated way, but also differentiate them using italics. Add as many rows as you need.
- This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the subject.
- This outline should show how you will develop the teaching of the subject. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the subject guide.

Topic/unit (as identified in the IB subject guide) <i>State the topics/units in the order you are planning to teach</i>	Contents	Allocated time Each class 45 mins In one week there are 4 sessions per week	Assessment Instruments to be used	Resources

<p>Year 1</p> <p>(100 hrs/120 sessions)</p>	<p>Introduction</p>	<p>Course Introduction</p> <p>Why study Global Politics?</p> <p>Theoretical foundations</p> <p>Learning outcomes and prescribed content</p> <p>Concepts</p> <p>Level of Analysis</p> <p>Political issues</p> <p>Self-selected examples/HL case studies</p> <p>Perspectives</p>	<p>3 hrs</p>	<p>Formative task</p> <p>What game theory tells us about nuclear war with North Korea - The Washington Post</p> <p>Presentation</p> <p>Mind map</p>	<p>Websites:</p> <p>IB GLOBAL POLITICS FOUNDATIONS AND THEORY Korczyk's Class</p> <p>(5423) Levels of Analysis in Global Politics - Climate Change - YouTube</p> <p>GloPoPolis</p> <p>IB DP Global Politics An independent resource for teachers and students (wordpress.com)</p> <p>https://www.youtube.com/watch?time_continue=1&v=PEyat4SEiBg&feature=emb_title</p> <p>Topics – GLOBAL SOCIAL THEORY</p> <p>Syllabus content (ibo.org)</p> <p>Realism part 1 - Google Slides</p> <p>Realism part 2 - Google Slides</p> <p>Liberalism Part 1 + 2 - Google Slides</p> <p>Introducing Constructivism in International Relations Theory (e-ir.info)</p> <p>Global (wordpress.com)</p> <p>levels-of-analysis-big-mac.pptx (live.com)</p> <p>levels-of-analysis.pdf (wordpress.com)</p> <p>DP GP past exam papers and mark schemes</p>
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	<p>Unit 1</p> <p>Foundational unit: power, sovereignty, international relations</p>	<p>1.1 Nature of power</p> <p>Definitions and theories of power</p> <p>Types of power</p> <p>1.2</p> <p>Operation of state power in global politics</p> <p>The evolving nature of state sovereignty</p> <p>Legitimacy of state power</p> <p>1.3 Function and impact of international organizations and non-state actors in global politics</p> <p>The United Nations (UN)</p> <p>Intergovernmental Organizations (IGOs)</p>	<p>16 hours</p>	<p>Summative Assessment Task(s)/Performance Task:</p> <p>Criteria – 1 (AO1 – define, describe, identify, outline)</p> <p>Criteria 2 (AO2 – analyze, distinguish, explain, suggest)</p> <p>Formative Assessment Tasks:</p> <p>Is US monopoly on the use of soft power at an end? - BBC News</p> <p>To what extent do you agree (perspective):</p> <p>https://onlinepd.ibo.org/pluginfile.php/1844216/mod_forum/attachment/9548940/Can%20China%20Rise%20Peacefully.pdf?forcedownload=1</p> <p>https://onlinepd.ibo.org/pluginfile.php/1844216/mod_forum/attachment/9548940/Can%20China%20Rise%20Peacefully.pdf?forcedownload=1</p>	<p>Text book : 1. Global Politics - Andrew Heywood</p> <p>"Global Politics Essentials" by Murphy, Gleek and Bryan, Pearson 2016</p> <p>Websites:</p> <p>GloPoPolis</p> <p>IB DP Global Politics An independent resource for teachers and students (wordpress.com)</p> <p>https://www.youtube.com/playlist?list=PLB5965C13F4B0B2DA</p> <p>The changing nature of world power - The Changing Nature of World Power Author(s): Joseph S. Nye. - StuDocu (5420) Joseph Nye - On Soft Power - YouTube</p> <p>"Why War fails: Russia's invasion of Ukraine and the limits of military power" by Lawrence Freedman</p> <p>"What the Mighty Miss: The Blind Spots of Power" by Ngaire Woods</p> <p>https://www.youtube.com/watch?v=HPAONq36HKq&t=15s</p>
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		<p>Non-governmental organizations(NGOs) , multinational corporations(MNCs) and trade unions</p> <p>Social movements, resistance movements and violent protest movements</p> <p>Political parties</p> <p>Informal forums</p> <p>Legitimacy of non-state actors</p> <p>1.4 Nature and extent of interactions in global politics</p> <p>Global governance</p> <p>Cooperation:treaties, collective security, strategic alliances, economic cooperation, informal cooperation</p> <p>Conflict: interstate war, intrastate war,</p>			<p>Google Slides</p> <p>EU - Official website</p> <ul style="list-style-type: none"> - https://european-union.europa.eu/index_en <p>African union – Official website</p> <ul style="list-style-type: none"> - https://au.int/ <p>ASEAN – Official website</p> <ul style="list-style-type: none"> - https://asean.org/ <p>NATO – Official website</p> <ul style="list-style-type: none"> - https://www.nato.int/ <p>UN – Official website</p> <ul style="list-style-type: none"> - https://www.un.org/ <p>Soft Power vs. Hard Power vs. Smart Power in Global Politics</p> <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=bhW36k_xAU <p><u>Globalization</u></p> <ul style="list-style-type: none"> - Globalization I - The Upside: Crash Course World History #41 <ul style="list-style-type: none"> o https://www.youtube.com/watch?v=5SnR-e0S6lc - Globalization explained (explainity® explainer video) <ul style="list-style-type: none"> o https://www.youtube.com/watch?v=JJ0nFD19eT8 - Mike O'Sullivan: The end of globalization (and the beginning of something new) TED <ul style="list-style-type: none"> o https://www.youtube.com/watch?v=zY0U0O6VsOA <p>TED-ED: How to understand power – Eric Liu</p> <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=c_Eutci7ack <p>Seaspircy</p>
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Topic/unit (as identified in the IB subject guide) <i>State the topics/units in the order you are planning to teach</i>	Contents	Allocated time	Assessment Instruments to be used	Resources
		Each class 45 mins		
		In one week there are		
		4 sessions per week		
	terrorism, strikes, demonstration			<ul style="list-style-type: none"> - https://www.seaspiracy.org/ https://youtu.be/1Q5CXN7soQg <ul style="list-style-type: none"> o discuss the power of culture, consumerism, and society ++. <p>https://www.youtube.com/watch?v=gAg3uMlNyHA</p> <p>Sovereignty Explained World101</p> <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=0EggqmMixig <p>Forms of Government World101</p> <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=LBFXD06fudM <p>Political Ideology: Crash Course Government and Politics #35</p> <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=j_k_k-bHigM&t=172s <p>https://www.youtube.com/watch?v=0EggqmMixig&t=2s</p> <p>Crises, capital, sovereignty: Lessons from the history of crisis • The Global</p>

	<p>Unit 2 Human Rights</p>	<p>2.1 Nature and evolution of human rights</p> <p>Definitions of human rights</p> <p>The UN's The Universal Declaration of Human Rights(1948)</p> <p>Developments in human rights over time and space</p> <p>2.2 Codification, protection and monitoring of human rights</p> <p>Human rights laws and treaties</p> <p>Protection and enforcement of human rights at different levels</p> <p>Monitoring human rights agreements</p> <p>2.3 Practice of human rights</p>	<p>16 hours</p>	<p>Summative Assessment Task(s)/Performance Task:</p> <ul style="list-style-type: none"> • Essay response • Source analysis response <p>Criteria – 3 (compare, contrast, discuss, to what extent)</p> <p>Formative Assessment Tasks:</p> <ul style="list-style-type: none"> • Quiz • Comprehension activity <p>Lesson 4: Multilateralism and Unilateralism in the Global Politics of Human Rights IB DP Global Politics (wordpress.com)</p> <p>The US detention facility at Guantanamo Bay is a clear violation of human rights and a clear example of American hypocrisy on the subject. To what extent do you agree? Provide evidences.</p> <p>From Guantánamo Bay to American Prisons, the Psychological Horrors of Solitary Confinement Vanity Fair</p>	<p>Text book : 1. Global Politics - Andrew Heywood</p> <p>"Global Politics Essentials" by Murphy, Gleek and Bryan, Pearson 2016</p> <p>Websites:</p> <p>GloPoPolis</p> <p>IB DP Global Politics An independent resource for teachers and students (wordpress.com)</p> <p>https://www.youtube.com/watch?v=nDgIVseTkuE&feature=emb_title</p> <p>The Emergence and Evolution of the Concepts of Human Rights and Human Security - The Center for Migration Studies of New York (CMS) (cmsny.org)</p> <p>(5423) Human Rights Defined - YouTube</p> <p>(5423) The Universal Declaration of Human Rights II - YouTube</p> <p>human-rights-globalization-of-world-politics-chapter.pdf (wordpress.com)</p> <p>non-governmental-politics-of-human-rights.pptx (live.com)</p> <p>I have a right to... BBC World Service</p> <p>https://www.youtube.com/watch?v=iz7fOtTh</p>
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Topic/unit (as identified in the IB subject guide) <i>State the topics/units in the order you are planning to teach</i>	Contents	Allocated time	Assessment Instruments to be used	Resources
		Each class 45 mins		
		In one week there are		
		4 sessions per week		
	Claims on human rights Violations of human rights 2.4 Debates surrounding human rights: differing interpretations of justice, liberty and equality Individual versus collective rights Universal rights versus cultural relativism Politicisation of human rights			E6E&feature=emb_title https://www.youtube.com/watch?v=PR8qPyCrrsM&feature=emb_title (5423) Inside Story - Is the world failing child soldiers? - YouTube (5423) Human Rights and Culture - YouTube https://www.youtube.com/watch?v=CNzrNFweGiU&feature=emb_title https://www.youtube.com/watch?v=-C1MPrDtWU&feature=emb_title

	Topic/unit (as identified in the IB subject guide) <i>State the topics/units in the order you are planning to teach</i>	Contents	Allocated time	Assessment Instruments to be used	Resources
			Each class 45 mins		
			In one week there are		
			4 sessions per week		

Year 2	Unit 3 Development	<p>3 hrs</p> <p>3.1 Contested meanings of development</p> <p>Different definitions of development, including sustainable development and well-being</p> <p>Measuring development</p> <p>3.2 Factors that may promote or inhibit development 3 hrs</p> <p>Political factors</p> <p>Economic factors</p> <p>Social factors</p> <p>Institutional factors</p> <p>Environment factors</p> <p>3.3 Pathways towards development 4 hrs</p>	15 hours	<p>SummativeTask(s)/ Performance Task:</p> <ul style="list-style-type: none"> Chapter Test Essay response <p>Compare and contrast causes for 2 different conflicts (criteria 3 (compare and contrast, justify, examine)</p> <p>Formative Assessment Tasks:</p> <ul style="list-style-type: none"> Quiz Case studies Cartoon practice 	<p><u>Text book : 1. Global Politics - Andrew Heywood</u></p> <p>"Global Politics Essentials" by Murphy, Gleek and Bryan, Pearson 2016</p> <p>Websites:</p> <p><u>GloPoPolis</u></p> <p><u>IB DP Global Politics An independent resource for teachers and students (wordpress.com)</u></p> <p><u>New country classifications by income level: 2018-2019 (worldbank.org)</u></p> <p><u>(5426) What is Development? - YouTube</u></p> <p><u>GDP and spending - Real GDP forecast - OECD Data</u></p> <p><u>(5426) Human Development Index - YouTube (or)</u></p> <p><u>Human Development Index Human Development Reports (undp.org)</u></p> <p><u>Happy Planet Index – How happy is the planet</u></p> <p><u>(5426) Nic Marks: The Happy Planet Index - YouTube</u></p> <p><u>(5426) What is international development really? Alanna Shaikh - YouTube</u></p>
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		<p>Models of development</p> <p>Approaches for developing the economy</p> <p>Approaches for developing society</p> <p>3.4 Debates surrounding development: challenge of globalization, inequality and sustainability 4 hrs</p> <p>Globalization wins and losses</p> <p>Inequality and development: role of politics</p> <p>Sustainable development: role of politics</p>			<p>(5426) The impact of poor management on Botswana's economy - YouTube</p> <p>https://www.youtube.com/watch?v=_Ewz-jFRq1Y&feature=emb_title</p> <p>(5426) The Cost of Corruption -- Economic Development Costs - YouTube</p> <p>https://www.youtube.com/watch?v=apXvZNoR7KE&feature=emb_title</p> <p>(5426) Promises to Darfur unfulfilled - YouTube</p> <p>https://www.youtube.com/watch?v=DjFSP8aOYxY&feature=emb_title</p> <p>Culture and Gender Inequality in Uganda (uganda4her.org)</p> <p>Cultural and social factors that affect development – The Earthbound Report</p> <p>(5426) What is the World Bank? - YouTube</p> <p>(5426) The Tax Justice Network: Changing the World - YouTube</p> <p>(5427) It's Time to Tackle Tax Havens - YouTube</p> <p>Text book : 1. Global Politics - Andrew Heywood</p> <p>"Global Politics Essentials" by Murphy, Gleek and Bryan, Pearson 2016</p> <p>Websites:</p> <p>GloPoPolis</p> <p>IB DP Global Politics An independent</p>
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	<p>Unit 4 Peace and conflict</p>	<p>4.1 Contested meanings of peace, conflict and violence 3 hrs</p> <p>Different definitions of peace, conflict and violence, including positive peace and structural violence</p> <p>Types of conflict</p> <p>Justifications of violence, including just war theory</p> <p>4.2 Causes and parties to conflict 3 hrs</p> <p>Causes of conflict</p> <p>Parties to conflict</p> <p>4.3 Evolution of conflict</p> <p>4.5 hrs</p> <p>Manifestations of conflict, including non-violence</p>		<p>Summative task(s)/Performance Task:</p> <ul style="list-style-type: none"> • Case study <p>Criteria 1, 2 (define, describe, identify, analyse, distinguish, explain, suggest)</p> <p>Formative Assessment Tasks:</p> <ul style="list-style-type: none"> • Quiz • Completion of worksheets • Case studies 	<p>resource for teachers and students (wordpress.com)</p> <p>What is Peace Studies? // About // Kroc Institute for International Peace Studies // University of Notre Dame (nd.edu)</p> <p>Myanmar profile - Timeline - BBC News</p> <p>https://www.youtube.com/watch?v=P7JjShK1ljc&feature=emb_title</p> <p>Iran nuclear deal: What it all means - BBC News</p> <p>(5428) Sun Tzu - The Art of War Explained In 5 Minutes - YouTube</p> <p>(5427) 15. Theories Lecture: Johan Galtung's Structural Violence - YouTube</p> <p>(5427) Structural Violence - YouTube</p> <p>(5427) Direct, structural, and cultural violence - YouTube</p> <p>(5427) Theories of Aggression in Social Psychology - YouTube</p> <p>The Routledge History of World Peace Since 1750 (routledgehandbooks.com)</p> <p>(5427) Balance of Power - YouTube</p> <p>Balance of power presentation</p>
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		<p>Conflict dynamics</p> <p>Third-party involvement in conflict, including humanitarian intervention</p> <p>4.4 Conflict resolution and post-conflict transformation</p> <p>4.5 hrs</p> <p>Peacemaking, including negotiations and treaties</p> <p>Peace building, including reconciliation and work of justice institutions</p>			<p>(slideshare.net)</p> <p>The Balance of Power: a Cause of War, a Condition of Peace, or Both? (e-ir.info)</p> <p>fivefold-typography-of-conflict.pptx (live.com)</p> <p>Structural Violence - YouTube</p> <p>(5427) 15. Theories Lecture: Johan Galtung's Structural Violence - YouTube</p> <p>Ethics of humanitarian intervention (slideshare.net)</p> <p>(5427) Rwandan Genocide: The Shocking Immediate Aftermath - YouTube</p> <p>Rwanda 'gacaca' genocide courts finish work - BBC News</p> <p>https://www.youtube.com/watch?v=LcBovmGZSPU&feature=emb_title</p> <p>(5429) Making peacebuilding more effective - YouTube</p> <p>SIGAR Quarterly Reports</p>
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	Topic/unit (as identified in the IB subject guide) <i>State the topics/units in the order you are planning to teach</i>	Contents	Allocated time	Assessment Instruments to be used	Resources
			Each class 45 mins		
			In one week there are		
			4 sessions per week		
		Revision and Assessment Practice			
	CAS connection	1. Human Rights – Offering to help NGOs in improving women’s right/education to children with disabilities in local community/state community 2. Development – Audit waste management practices within their local community. Spread awareness about waste segregation and disposal.			

2. IB practical work and the internal assessment requirement to be completed during the course

As you know, students should undergo 20 hours of practical work related to the syllabus. Use the table below to indicate the names of the experiments, investigations and/or projects you would propose for the different topics in the syllabus. An example is given. Add as many rows as necessary.

At the beginning of the academic year, students will be introduced the nature of the subject and the nature and of engagement activity. They will be encouraged to start and plan their research/action approach. Before the mid year break, students submit their proposal and discuss with their teacher their initial ideas, including the political issue of interest, the action that they wish/expect to undertake, and the sources (primary/secondary) for their research. Students study some of the IB's examples EAs to get a sense of the demands of the action/research. Given the range of engagement activities that students choose, a more personalised approach to teacher guidance is required ; however, the main parameters of the IA is explained in a range of documents that are shared with the students, the key guiding message to students is:

Another word for 'engagement' is ACTION! Political action, outside of the classroom.

Put simply, the written report has basically three parts: 'This is what I did'; 'This is why I did it'; 'This is what others would say on the issue/engagement. The engagement activity tests and develops a number of key skills. Each of these can be thought of as separate stages or tasks to complete:

- . 1 Identifying a political issue of interest and planning an effective and suitable activity that will allow the political issue to be properly analysed.
- . 2 Researching a political issue through active engagement. Organizing, making sense of, and **synthesizing** evidence gained through the primary activity and secondary research.
- . 3 Writing a report which investigates the political issue and binds together information gained through the student's own activity with secondary research. Students can write in the first person, and they can be emotive! *The best engagement activities combine research with action.* With both of these elements students should explore *the how and the why*. Students could frame it around a question, but they need an inherent argument or hypothesis, and a synthesis/conclusion. Multiple perspectives. The best activities will also see that they engage with different opinions and viewpoints, so that they can compare these and test the validity of opposing views.

3. Other resources

Indicate what other resources the school has to support the implementation of the subject and what plans there are to improve them, if needed.

[Politics - The Day](#)

Subscription to Financial Times, Bloomberg, Business Insider, Premium Times, Gale Cengage, JSTOR, Global Risk Insights

5. Links to TOK

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with Theory of Knowledge. Describe how you would plan the lesson.

Topic	Link with TOK (including description of lesson plan)
Topic 1: Power	<p><u>Knowledge question:</u> In what ways can language be used to persuade influence and manipulate people? <u>AOK:</u> (Human Science) <u>Ways of Knowing :</u> Language</p> <p><u>Knowledge question:</u> How and why do the reputations of political and historical figures change over time? <u>AOK:</u> (Human Science) <u>Ways of Knowing:</u> Reasons</p>

6. Approaches to learning

Every IB course should contribute to the development of students' approaches to learning skills. As an example of how you would do this, choose one topic from your outline that would allow your students to specifically develop one or more of these skill categories (thinking, communication, social, self-management or research).

Topic	Contribution to the development of students' approaches to learning skills (including one or more skill category)
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Topic :	<p>Students research and present on a specific fragile or failing state. Students develop their conceptual thinking skills by examining the relationship between power, sovereignty & legitimacy in the context of their chosen state. They may also consider other concepts such as globalisation (e.g. linked to resource exploitation) or human rights, conflict & violence.</p> <ul style="list-style-type: none"> • Their research skills are developed through investigating the reasons for why their state is failing, with particular reference to the Fragile State Index. In particular, students analyse which of the Funds For Peace 12 Conditions are particularly relevant to their state. They refer to other sources of information such as : CIA World Fact Book; New Internationalist Country Profiles; The Economist Country Profiles; World Bank Country Profiles; UN data by country (see also HDI, FAO, WHO); BBC Country Profiles; Eldis.org country profiles, seeking to identify relevant and reliable information on their state. • Finally, students develop their communication skills through the organisation of their information into a short video production in which they write a script, record a voice-over, and detail the reasons why their failed states is no longer able to operate as viable political or economic unit and is incapable of providing for its citizens. • Self-management skills are implicit in this research/video production, along with collaboration with peers, in order to meet deadlines and follow instructions
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7. International mindedness

Every IB course should contribute to the development of international-mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

Topic	Contribution to the development of international-mindedness (including resources you will use)
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Topic :	International mindedness is continuously examined in Global Politics. One such example is the topic of IGOs. Students are introduced to the concept of Intergovernmentalism which is explained as the interaction among states which takes place on the basis of sovereign independence. It can be a treaty or alliance (e.g. a bilateral agreement between states), or a league or confederation. In such bodies, state sovereignty is preserved through a process of unanimous decision-making in which each member states has a veto, at least over matters of vital importance. Students then explore the significance of the Bretton Woods System created in the context of the end of WWII as a means of ensuring there would be no repeat of the Great Depression of the 1930s and the subsequent escalation of global conflict. Students then study the significance of a range of IGOs: e.g. OPEC, OECD, IPCC, IMF, WTO, EU, ASEAN, World Bank, African Union, Arab League, Etc. Students watch short videos and receive written texts on each IGO (the Global Actors pages from the Palgrave textbook is a useful resource) and serves as evidence to help them to respond to the essay question: "Intergovernmental organizations are ineffective actors in global politics." Using the sources and your own knowledge, evaluate this claim. This question is in the spirit of Paper 1, Q4, and students are expected to refer to key concepts such as power and interdependence, as well as Realist and Liberal perspectives. While students may critique the ineffective nature, or ideological persuasions of some of these IGOs, ultimately students are encouraged to reflect on the value of international cooperation for nation states in managing transnational issues such as the global economy, international trade, resource management, regional cooperation, climate change, etc.
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8. Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
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Topic : Case Study into Syrian Conflict

Students are encouraged to be thinkers, inquirers and open-minded - amongst other IB learner profile attributes - when investigating the Syrian conflict. In particular, with regard to critical thinking, students are encouraged to understand the conflict through multiple perspectives of the different actors at different levels of analysis : local/national ; regional ; international ; global levels of analysis. Students are guided by a range of Internet webpages to research this case study detailing the background and the evolution of the conflict, as well as the prospects for peace. They should evaluate a range of points-of-view towards the conflict and the refugee crisis by examining the motives of the key actors, including local fighters and the government, regional neighbouring states, international superpowers, EU countries receiving refugees and supranational bodies and NGOs who seek to resolve the crisis or offer support to those affected.

