

# **Development Cooperation and Humanitarian Aid – Comparison of Estonian and EU Policies**

## **Lesson plan for an English class in secondary school**

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As issues related to the developing world is one of the key topics covered in secondary school English lessons curriculum, the overall goal of this lesson plan is to increase students' English language skills while discussing about these issues through the perspective of respective policy making on both the Estonian and EU level.

More specifically, the study aims of this lesson are to enhance the students':

- English vocabulary in these two important fields of foreign affairs
- knowledge of Estonian and EU policies in international development cooperation and humanitarian aid
- ability to independently search for relevant information on the Internet
- critical thinking
- communicative skills through teamwork and oral presentation of their work

Time required: 3 academic hours

### Preparation

Albeit being an EU member state, Estonia has also set its own priorities in international development cooperation and humanitarian aid.

Thus, the students are expected to familiarize themselves with the current priorities of both Estonia and the EU by using the websites of:

- Estonian Ministry of Foreign Affairs (<http://www.vm.ee/?q=en/taxonomy/term/55>)
- Department of Development and Cooperation of the European Commission ([http://ec.europa.eu/europeaid/what/index\\_en.htm](http://ec.europa.eu/europeaid/what/index_en.htm))
- Department of Humanitarian Aid and Civil Protection of the European Commission ([http://ec.europa.eu/echo/policies/index\\_en.htm](http://ec.europa.eu/echo/policies/index_en.htm))

Additional sources are welcome and students are encouraged to find extra information on the topic.

### Group work

The class is divided into three groups. Each group is given one of the three above-mentioned links to work through and make a presentation (3 X 10 min) to the class regarding the main priorities of the policies of that respective institution/unit and ways of implementing those.

### Follow-up discussion

These presentations form a basis for a critical discussion on, for example, the following questions:

- 1) Compare the scope and content of the policies set out by the Estonian MFA and the European Commission. What are the similarities and differences in the main priorities of these entities?
- 2) When comparing the Estonian policies to those of the EU, do they overlap or are the Estonian policies complementary to the ones of the EU?
- 3) In the background of the EU policies, do you think that Estonia's priorities are well-justified? If yes, then why, if not, what should be changed?
- 4) What do you think – should Estonia push harder forward with its bilateral development cooperation or should it make more use of the EU development and humanitarian aid mechanisms?