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To: IELTS Prep Group
Subj: IELTS Reading lesson 3-28-2017

Lesson Objective

The student shall be able to use “power words” as part of their oral vocabulary, read and comprehend both social and business language and demonstrate effective oral communication skills

Section One

Vocabulary

Evaluation Criteria

- Ability to understand definitions of English vocabulary

MATCH THE WORD WITH THE CORRECT DEFINITION

VOCABULARY	DEFINITIONS
1. Prosperity (Noun)	A. Absolutely necessary; indispensable.
2. Poverty (Noun)	B. Having concern for or helping to improve the welfare and happiness of people.
3. Essential (Adjective)	C. A program or campaign to exterminate, drive away, or subjugate people based on their membership in a religious, ethnic, social, or racial group.
4. Humanitarian (Adjective)	D. To arrange or do in order of priority.
5. Persecution (Noun)	E. Something new or different introduced.
6. Prioritize (Verb)	F. An introductory act or step; leading action.
7. Initiative (Noun)	G. A successful, flourishing, or thriving condition, especially in financial respects; good fortune.
8. Innovation (Noun)	H. The state or condition of having little or no money, goods, or means of support; condition of being poor.

Section Two

Reading Comprehension and Pronunciation skills.

Evaluation Criteria

- Ability to effectively read and comprehend written English in a social or business environment.

ARTICLE A

Launching Long-Term Success with Early Childhood Education

[Source](#) | [Pdf](#) | [Source 2](#)

- Early childhood care and education (ECCE) is one of the most powerful tools we have to maximize the long-term prosperity and health of children in the United States and around the globe. It is an essential part of a country’s economic and human development, and making it available to all children is no longer optional.



We know that the foundations of development and learning are laid in a child’s first five years and that quality ECCE significantly helps children be better learners when they go to school. We also know that good education equips people to lift themselves and their families out of poverty and to enjoy greater health benefits. That benefit increases when more children in a community participate in early childhood education because they are less likely to repeat grades or drop out. That, in turn, helps education systems become more efficient and save scarce resources. The potential multiplier effect of ECCE is enormous.

2. Bridging the achievement gap

In order to take advantage of that potential, however, countries and communities must first commit to providing quality ECCE to every child, especially those from the lowest-income households who often fare worse than their counterparts in high-income homes.

But it won't be enough to provide just any education; we must ensure that ECCE programs are delivering what children need. Doing so means recruiting and training qualified educators, providing appropriate learning materials and conducting data-driven analysis essential for the optimal planning and delivery of superior programs.

Finally, in countries dealing with conflict or humanitarian crisis, humanitarian responses must focus more resources on helping governments and international groups deliver ECCE programs, especially amidst chaos.

3. What more is needed

While trained, committed teachers are at the heart of quality early education, effective early learning also happens in the home. That's why it's important to help parents and caregivers learn how to expose their children early to stimulation and provide support for learning at home — through play, storytelling, singing and other experiences. One key to doing that is providing parents with culturally appropriate materials in their local language.

It's an exciting time for ECCE around the world. A growing number of developing countries are intensifying their efforts to bring quality programs to more children. It's a welcome trend we hope continues for years to come. In addition, the United Nations' Sustainable Development Goals include a target for ECCE for the first time. This is progress, but we must continue working until the more than 150 million children who don't have pre-primary education finally get what they need.

ARTICLE B

Amplifying innovation in refugee education

[Source](#)

1. The mass movement of people is undoubtedly one of the defining issues of our time, dominating policy making, politics and the news media, and for good reason: in 2015, the number of forcibly displaced people in the world reached its highest level since the end of the Second World War.

Today more than 21 million people worldwide - half of them children – have been driven by war and persecution to seek protection in other countries. Fleeing their homes almost 80% of the world's refugees live in low-income countries, which means they then struggle to access basic services, including education. Refugee children consequently experience the double jeopardy of losing both their homes and their education, compromising the future of entire generations. Of the 6 million registered school-age refugees, more than 3.7 million are not in school. At the same time the vast majority of refugee children who are in school experience poor quality teaching, often by untrained volunteers, in classrooms that lack the most basic supplies.



2. Refugee children and their families prioritize education

Despite this, refugee children and their parents prioritize education often above everything else, because they know it's critical to their future. They also know that by simply being in school, children are better protected from trafficking, illegal adoption, child marriage, sexual exploitation and forced labor — both immediately after displacement and in the long term.

But the demand of children and parents for education is clearly not being met. There is no question that closing the education gap for refugee children around the world requires an urgent step change in global political will and financing.



A step change that matches both the demand of refugee communities for education and the ingenuity and creativity that those communities often demonstrate in providing it.

3. Shining a light on promising practices

This is where a joint project between UNHCR, the UN refugee agency, Pearson and Save the Children comes in. The Promising Practices in Refugee Education initiative is looking to shine a light on innovations occurring in response to the challenges of educating refugees.

Having had the privilege of seeing situations in the Middle East, Africa and in other parts of Asia where refugee communities are doing everything they can to provide their children with an education, I have first-hand knowledge of the difference these projects are making.

However, while pioneering examples of refugee education exist, they are often not well known or understood outside of their context. Through the Promising Practices initiative, we want to identify the projects with the most promise of contributing to wider change, and document and promote them.

There are numerous examples of innovative practice and good policy that deserve to be better known and understood.



4. Bridging the development and humanitarian divide

One such initiative is the Global Partnership for Education's accelerated funding mechanism. It has recently made a significant difference to the provision of education to thousands of refugees in Chad and holds great promise if deployed elsewhere. Adopted in 2012, the mechanism was designed to enable rapid disbursement of funding in crisis situations with the aim to restore critical education activities quickly.

Conflict and famine drive displacement and deny children an education

Bordering Cameroon, the Central African Republic, Libya, Niger, Nigeria and Sudan, Chad sits at the juncture of several major humanitarian crises. Beginning in late 2013, the increased level of terrorist activities in Nigeria led to large numbers of refugees arriving in Chad, particularly in the Lake Chad Region on the country's western border.

Chad hosts almost 400,000 refugees – 56% are children and 44% are school age, with over 100,000 school-age refugee children who are not in school. There are likely many more who have crossed the border into Chad but are unregistered and therefore invisible to protection and education systems.

In response, in 2016 the Government of Chad submitted an application for US\$6.95 million in accelerated funding from GPE.

5. Accelerated funding for education helps get children into school

The grant funds a Basic Education Emergency Project designed to benefit both refugee and returnee populations and host communities: 62% of children in the host community are themselves out of school, the average class size for those in primary school is 75, and the rate of adult illiteracy is 96%. The GPE project focuses on basic service delivery including the construction of 86 permanent classrooms, 40 temporary learning structures, 25 wells and 80 latrines.

Countries like Chad are eligible for accelerated funding under GPE's Guidelines for Accelerated Support in Emergency and Early Recovery Situations if they are already eligible for a GPE implementation grant, affected by a crisis for which a humanitarian appeal has been launched by UN OCHA that includes education, and are able to demonstrate that GPE's funds are additional. Along with the emergence of Education Cannot Wait: the new fund for education in emergencies, the development and deployment of GPE's new accelerated funding window is an example of how donors, both existing and new, can respond to the needs of forcibly displaced populations.

We hope that by sharing innovations like this we will amplify the case for other innovations and improve the potential for replication of promising practices through increased awareness and improved understanding.

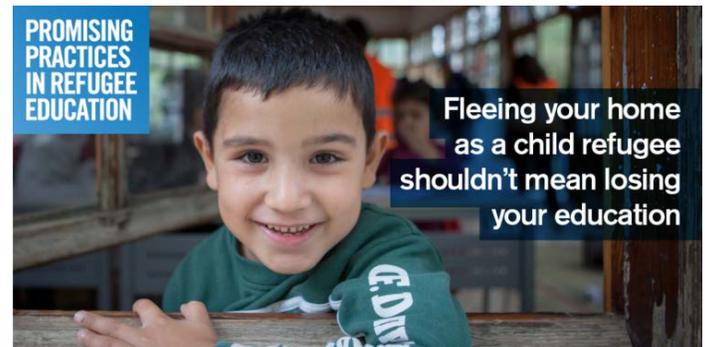
6. Submit your project

You can find out more about the Promising Practices in Refugee Education initiative and if you are implementing a project that you think might meet the selection criteria then please submit it.

Selected projects will be given technical support to develop case studies about their work along with a small grant of US\$1,000 in recognition of the costs associated with the documentation process.

These case studies will then form part of a collection that showcases innovative practices from around the world. We will also publish a synthesis report that will be launched at UNGA 2017 and shared widely within the sector and with policy makers.

Refugee children have the same right to access education as other children and need the skills and knowledge that education provides to help them adjust to their new circumstances, integrate into communities and ultimately to thrive. Identifying, documenting and sharing projects that have helped to deliver that can play a vital part in getting us closer to the goal of ensuring every last refugee child can enjoy their right to learn.



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