

**SCOPE OF SERVICES
MONGOLIA-AUSTRALIAN SCHOLARSHIPS PROGRAM (MASP)**

**SCOPE OF SERVICES FOR ENGLISH LANGUAGE TRAINING AND ASSOCIATED LANGUAGE
TESTING SERVICES FOR ADS 2009/2010 and 2010/2011**

BACKGROUND

The Mongolia-Australian Scholarships Program (MASP) is an Australian bilateral government program under a subsidiary arrangement between the Ministry of Finance (MOF) of the Government of Mongolia and the Department of Foreign Affairs and Trade (DFAT) of the Government of Australia. The assistance comes from the Australian Agency for International Development (AusAID) and is managed by a Managing Contractor, Coffey International Development Limited. The Program commenced in August 2008 and is providing 24 scholarships in 2009 and 28 in 2010 and thereafter.

Australian Development Scholarships (ADS) applicants for acceptance to study at Australian universities require an English language competency of at least 6.5 IELTS. Entry to the English Language Training Program in Mongolia requires a minimum IELTS level of 5.0. MASP provides English language training in-Mongolia and if needed in-Australia to bring the applicant to the university acceptance standard of 6.5 IELTS. The English language training is provided 12 months in advance of the commencement of the university coursework program in Australia.

Planning units for English language training in the ADS sector are based on full-time work release for 3 months full-time training for a 0.5 IELTS band increase. Nine months full-time English language training is ideally needed to raise the IELTS level from 5.0 to 6.5. However, Mongolian law allows a maximum of only three months full-time release for officials to attend training. MASP negotiated around this constraint by conducting two three-month part-time courses and one three-month full-time course over a nine-month period.

MASP will enter into agreements with the targeted ministries and organizations supporting ADS applicants undergoing English language training to support their staff members during the training and enable their absences from the workplace to attend the training.

Past experience in English language training indicated the importance of native English language speakers involved in the conduct of the training courses. MASP is providing support to enable native English language speakers to be involved in the conduct of the three courses.

The services required by MASP are two: English Language Testing Services, and English Language Training and IELTS Preparation. The period of the service is two years; November 2009 to September 2011.

The scope of the provision of English Language Testing Services and of a program of English Language Training and IELTS Preparation for MASP in the period November 2009 - September 2011 is specified below, under the following headings:

- Contract Outputs;
- Program Schedule;
- Program Timetable;
- Student Intakes;
- Program Modes;
- Suggested Staffing and Deployment;
- Staff Orientation;
- Materials, Resources and Equipment;
- Monitoring and Reporting Attendance; and
- Program Reporting.

The limited number of individuals applying for ADS from the targeted Government agencies with an IELTS score of 5.0 is a constraint on the selection of ADS and their participation in the English language training program to achieve a score of IELTS 6.5. Accordingly the Government of Mongolia proposes to sponsor a three-months part-time English language training course for candidates with an IELTS score of 4.5 to achieve on completion a score of 5.0. This would make these individuals eligible for ADS in the following year. The course would be to an extent a duplication of the first three-months course in the ADS English language training program.

CONTRACT OUTPUTS:

The contract outputs are:

English Language Testing Services

1. The conduct in August 2009 and August 2010 of 'eligibility testing' by means of an informally standardised IELTS-like speaking interview taking about 10 minutes by an appropriately qualified staff member (an appropriately experienced IELTS-aware native-speaker teacher). The 'eligibility testing' takes place during the eligibility screening of applicants for ADS with the score used as an eligibility criterion for ADS entry.
2. The conduct, or the logistics for the conduct, of official IELTS testing for a specified number of candidates both prior to program commencement and at program completion for 2009 and 2010 courses.

The number of candidates for 'eligibility testing' required by MASP for the delivery period is difficult to estimate as this number depends on the number of applicants for ADS and specifically those that do not have a past IELTS history. Accordingly the service provider needs to arrange for the conduct of the tests in consultation with MASP during the ADS application period in August 2009 and August 2010. A cost per individual will be the basis for reimbursement for the services.

The service provider will be required to provide in consultation with MASP the logistics for the provision of IELTS services in Ulaanbaatar by the approved IELTS test centre and reimbursed at cost for the fee for the services.

A program of English Language Training and IELTS Preparation

3. The conduct of a three-course training program for two groups of (up to 20 each) participants, in compliance with input specifications for schedule, timetable, staffing and deployment, staff orientation, and monitoring and reporting attendance. The program should be designated as the MASP program and comprise three sequential 3-month courses, designated as follows:

Course 1: Advanced General English (three months part-time);
Course 2: English for Academic Purposes (EAP) (three months part-time); and
Course 3: EAP/ IELTS Preparation (three months full-time).
4. A documented program file presenting a detailed syllabus and set of course materials for each course, available for external review by mid-September 2009. Course 3 will include tuition in the preparation of Action Plans (Reintegration Plans) required to be prepared by applicants for placement in Australian universities following the ELT training. MASP will provide content for the conduct of this tuition. All courses will contain content dealing with culture and life in Australia and study in these conditions. Appropriate resources will be used such as Australian Youth Ambassadors and returned Mongolia students to assist in this tuition.
5. A course report for each of the three courses in the program as specified under Program Reporting, with each report to be submitted within one week of course completion (and in the case of the report for Course 3 the entire Program, within one week of receipt of final IELTS scores).
6. The achievement by 80% of candidates of the agreed program aim, namely an overall score of IELTS 6.5 or better, with no band less than 6.0, in the August 2010 and August 2011 IELTS.

PROGRAM SCHEDULE

Three courses each of 12 weeks duration with one-week turnaround between courses, in the period November 2009 to August 2010, and November 2010 to August 2011.

The following are suggested specifications for course preparation and review:

- One teacher deployed full time for one week before Course 1 to prepare;
- One teacher deployed full time for one week between Courses 1 and 2 to review and prepare;
- Three teachers deployed full time for one week between Courses 2 and 3 to review and prepare; and
- One teacher deployed full time for one week after Course 3 to review.

PROGRAM TIMETABLE

The following is a proposed timetable for the Courses.

Course 1 and 2 (Three months part-time conducted in the one classroom with morning and afternoon classes):

- classes 9.00-12.10 am from Monday through Thursday/ 2.00-4.15 pm from Monday through Thursday
- one compulsory 3-hour period of supervised and supported independent study either on Friday morning or Saturday.

Course 3 (Three months full-time conducted in two separate classrooms):

- classes 9.00-12.10 am and 1.15-4.15 pm from Monday through Thursday
- two hours per day of compulsory supervised and supported independent study from Monday through Thursday
- one compulsory 3-hour period of supervised and supported independent study either on Friday or Saturday

STUDENT INTAKES

Course 1: students at 5.0 and 5.5 (students with 4.5 may also be admitted if places are available to make up a course of up to 20 participants in each class, but they will exit the program at the end of Course 1, regardless of progress or any further IELTS results).

Course 2: continuing students, plus students entering at 6.0 making up a class of up to 20 participants in each class.

Course 3: continuing students in two classes conducted in two separate classrooms.

PROGRAM MODES

Classroom Teaching

A classroom will be assigned to the MASP group for Courses 1 and 2, and two classrooms will be assigned for Course 3.

Independent Study

The service provider will provide appropriate and adequate facilities and resources for self-study, at appropriate times (both prescribed times and other), and provide participants with adequate and appropriate orientation to the resources and facilities used for self-study.

Independent study involves purpose-driven study with outcomes. Teachers (either class teachers or other suitably qualified teachers) must supervise, support, and tutor students during these independent study periods, as needed.

As a mandatory part of the class-based program, program teachers will provide adequate and appropriate 'learner training' including (i) awareness-raising (the role of class-based study and self-study in the context of program goals) and (ii) self-study skills development (self analysis, goal setting, study management and monitoring, etc.)

SUGGESTED STAFFING AND DEPLOYMENT

Suggested Staffing:

The teachers deployed on the program should be appropriately experienced and qualified.

In Course 1, the main teacher must be an experienced and qualified native English language speaker.

Throughout Course 2 and 3, the main teacher should be a native-speaker of English, with a recognised TESOL qualification, postgraduate study experience, and experience in teaching EAP and IELTS Preparation, preferably in Mongolia or in the region. The Courses will be supported with a short-term specialist in EAP/IELTS who will provide a specific short-term block input to Course 3.

One of the native English language speaker teachers will be designated as the Coordinator for the Courses.

Suggested Deployment:

Course 1: A native English speaker teacher with other duties reduced and a Mongolian teacher with other duties reduced together provide a total of 40 hours/week (comprising 15 hours of teaching and 25 hours of other curriculum development and curriculum management duties).

Course 2: A native English speaker teacher, with no other duties, provides a total of 40 hours/week (comprising 15 hours of teaching and 25 hours of other curriculum development and curriculum management duties).

Course 3: A native English speaker specialist teacher, with no other duties, works full time, that is 40 hours/ week, and a Mongolian teacher works for an unspecified number of hours/week, with other duties reduced, so that the teaching team together provide a total of more than 40 hours/week (comprising 27hours of teaching and 13++ hours of other curriculum development and curriculum management duties). A specialist in EAP/IELTS who will provide a specific short-term block input from May to August 2010 providing 40 hours/week (comprising teaching, curriculum development and curriculum management).

NOTE:

At any time equivalences are acceptable. For example, two native speaker specialist teachers could achieve the 40 hours/week required in Course 2, or two Mongolian teachers could together achieve the input indicated for just one Mongolian teacher in Course 1 or 3.

IELTS examiners must not teach on the program and should restrict contact with participants.

STAFF ORIENTATION

The service provider is responsible for providing appropriate orientation to all teachers relating to:

- requirements for assessment;t
- the timetable and requirements for monitoring and reporting attendance;
- requirements for course evaluation (both ongoing and course-end);
- procedures for students to express grievances; and
- procedures for service provider - MASP communication.

FACILITIES AND EQUIPMENT

The service provider will provide facilities as follows:

A room which:

- is dedicated to the MASP ELT program for Courses 1 and 2* and two classrooms for Course 3;
- can function both as a classroom and an independent learning facility for 20 participants;
- has light comfortable chairs and small light 1-2 person tables which can be very easily moved;
- has good lighting;
- has shelves and (lockable) cupboards;

- has around five networked desk computers;
- allows wireless network connection for any laptops which participants bring with them;
- has a whiteboard;
- has a compact-sized photocopier (where users must bring their own paper);
- has a compact-sized printer (where users must bring their own paper);
- has a video camera (which can be locked away when not used);
- has a LCD projector for presentation of material by teachers and students;
- has sufficient power outlets for the range of equipment;
- is a pleasant healthy visually stimulating environment for adult learners;
- has relevant useful and attractive wall displays;
- is sufficiently bright and warm; and
- has simple compact tea/coffee making facilities.

* If access to the equipment can be protected, the room could of course be used for non-MASP purposes outside contracted times.

The following items of MASP property will be lent to the service provider for the period of contract for the exclusive use of the MASP ELT Program in the assigned MASP classrooms complementing the equipment purchased under the previous sub-contract, and should be returned to MASP in good condition on contract completion:

- a compact-sized photocopier
- two computers
- a printer
- a TV set
- a DVD

MATERIALS AND RESOURCES

The service provider will provide program-specific materials/ resources to conduct the program effectively.

MONITORING AND REPORTING ATTENDANCE

The service provider is responsible for monitoring student attendance, calculated in terms of hours. In Course 1 and 2, students are accountable for 15 hours per week at language training. In Course 3, students are accountable for 27 hours per week at the language training. If a student, for whatever reason (whether work-related or otherwise), fails to attend 80% of prescribed classes per week for three consecutive weeks, or fails to achieve 80% overall attendance when tallied at course end, the service provider would notify MASP to resolve the situation.

PROGRAM REPORTING

The completion of Course 1 and Course 2 is a Course Report, 1-2 pages in length, plus attachments, to be submitted within one week of course completion. Each report should present:

- 1) *Course attendance records*, presented in an exception report format, and using a coding system agreed with MASP to identify reasons for absence. (In addition, the contractor will contact MASP immediately if a student fails to attend 80% of the prescribed hours for three consecutive weeks);
- 2) *Course assessment* data, presented in an exception report format provided by MASP, using the service deliverer's procedures and instruments, and indicating at-risk participants; and
- 3) *Course evaluation* data, summarising course evaluations by *all* participants, using the following template, where 1-4 follow standard descriptors (Poor, Satisfactory, Good, and Very Good, respectively). Every effort should be made to elicit comments and suggestions from the participants.

PARTICIPANTS' EVALUATION OF COURSE				
	1	2	3	4
Teacher Effectiveness				
Appropriateness and relevance of the course to training needs				
Quality and appropriateness of course materials				
Quality and appropriateness of resources and facilities				
Participants' primary comments/suggestions:				

The Course/ Program Report for Course 3 is a longer document, indicatively 3-5 pages, plus attachments, submitted within 1 week of Final IELTS results, and presenting the following:

- 1) *Course attendance* records, as above, for both Course 3 and tallied for the entire program;
- 2) *Course assessment* data, presented as (i) a list and summary of IELTS (band/ overall) scores; (ii) a list and summary of band/overall entry/exit progressions; and (iii) an analysis of progressions against key variables (gender, age, field/ employer, entry level/ period of training, and attendance);
- 3) *Course evaluation* data, as above; and
- 4) *Program evaluation data*, presenting the service deliverer's and participants' view of the entire program (format provided by MASP), indicating key achievements, lessons learned, and recommendations.

PROGRAM AUDITING

The service provider will facilitate and cooperate with compliance and quality audits as required by MASP. Indicatively, these audits will occur at the end of the second month of each course, and will cover:

- compliance with key prescribed inputs to date, in particular facilities and personnel deployment
- compliance in upcoming inputs, based on a submitted deployment plan for the subsequent course
- achievement of a generally acceptable level of quality

GOVERNMENT OF MONGOLIA ENGLISH LANGUAGE COURSE

As mentioned in "Background" above the Government of Mongolia under the Subsidiary Arrangement with the Government of Australia would provide for a course similar to Course 1 of the program described above for individuals with an IELTS of 4.5. The objective is to raise the English language competency of these individuals to IELTS 5.0. This, it is argued, would provide a larger pool of individuals with an eligible IELTS score for application for an ADS.

The Course would equate to Course 1 (Advanced General English). The course should be broadly similar in goals and content to Course 1, but should differ in that it exclusively targets lower-level students (4.5 rather than 5.0 or 5.5) and places greater emphasis on learner-training, as course graduates will need to sustain and extend their proficiency through independent learning so they will achieve the official entry-level of 5.0 in the following year. The Course should be of 12 weeks duration for approximately 20 students. Teaching resources should be similar to that proposed for Course 1 above. A separate classroom should be made available for this Course.

A separate proposal should be provided for this course describing its syllabus and teaching aids. Consideration in the proposal should be given to conducting the course on a commercial basis but underwritten by the Government. A separate cost estimate for this Course should also be provided. The proposal for this course should not impinge on the implementation of the Course described above so that if the Mongolian Government Course did not go ahead it would not constrain the implementation of the main English language program.