## **MEMO**

## Suranaree University of Technology Center for International Affairs

Tel: 4141-44; Fax:4140

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Ref. No. MUA 5136/C. 42

7 August 1998

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- Attn: 1. The Rector
  - 2. Vice Rector, Academic Affairs
  - 3. Vice Rector, Administrative Affairs
  - 4. Vice Rector, Planning
  - 5. Vice Rector, Development
  - 6. Vice Rector, Student Affairs
  - 7. Dean, Institute of Agricultural Technology
  - 8. Dean, Institute of Industrial Technology
  - 9. Dean, Institute of Resources Technology
  - 10. Dean, Institute of Social Technology
  - 11. Dean, Institute of Science
  - 12. Dean, Institute of Medicine
  - 13. Director, Center for Scientific and Technological Equipment
  - 14. Director, Center for Computer Services
  - 15. Director, Center for Library Resources and Education Media
  - 16. Director, Center for Education Services
  - 17. Director, Institute of Research and Development
  - 18. Director, Technopolis

## Re: Invited to the Agreement Signing Ceremony

With the approval of the University Council of the SUT-IDP linkage Proposal, the Center for International Affairs kindly invites you to witness the signing of the agreement on Tuesday 18 August, 1998, 11.00 hrs. at Saranithes Room, Administration Building.

At 11.45 hrs. you are cordially invited to lunch with the IDP executives at the dining room, Surasammanakhan. To facilitate lunch reservation, please call CIA for confirmation at tel. 4141 on or before Friday 14 August 1998.

Thank you for your kind attention and participation.

(Prof. Dr. Ruben C. Umaly) Director, Center for International Affairs

(3) เรียน ผู้อำนางการศูนโกจกามหากที่ พื้นใปงกาทบ (2) กุลกรัช

## **MEMO**

## **Suranaree University of Technology**

Center for International Affairs Tel: 4141-4; Fax:4140

Ref.No.MUA5136/C. 55

December 1998

Attn.:

- 1. Vice Rector, Academic Affairs
- 2. Dean, Institute of Science
- 3. Dean, Institute of Social Technology
- 4. Director, Technopolis

**RE: Organizational Meeting** 

CIA has been instructed by the Rector to assist Vice Rector for Academic Affairs to convene an organizational meeting to:

- 1. Consider how the Remedial English Course for teaching Graduate Students will be organized;
- 2. Other English courses to be organized by SUT in collaboration with ELCA/IDP;
- 3. ELCA-SUT Seminar for the region;

In this connection Asst. Prof. Dr. Tavee, Vice Rector for Academic Affairs is chairing the meeting at 9:30 on 6 January at Saranithas Room, Administration Building and your attendance is solicited

Thank you.

(Prof. Dr. Ruben C. Umaly)
Director, Center for International Affairs

## POSSIBLE SUT-IDP(ELCA) ACTIVITIES

- Organization of English courses for High School and College/University Teachers in the Northeast Region (Coordinate with Ministry of Education Regional Office-English Language Teaching Coordinator; Ministry of University Affairs for list of private and state college/universities in the northeastern region.)
- 2. Organize English courses for Graduate Students at SUT and other universities in the region.
  - · Optional for those already enrolled
  - Required for the incoming graduate students- specially those with TOEFL lower than 550
  - · Ph.D. Students requiring mastery of the English language
  - · Pre-departure for those with MUA or other scholarships
  - Assist SUT in the formulation of English Proficiency Examinations
- 3. Organization of Examination
  - TOEF/Cambridge, etc for incoming graduate students or those leaving for abroad
- 4. English for the Community
  - English for SUT staff different levels and duration remedial English, English Proficiency for higher levels
  - Community

Banks
Foreign Corporations -staff, executive secretary
Army/Air Force Officers including wives
Hospitals
Business English
Hotels and Tourism
Industries
Government Offices

- Organization of Courses in Greater Sub-Mekong Region (South China, Myanmaar, Cambodia, Laos and Vietnam
- 6. Other courses:

Management and Administration

7. Arrange Conferences, Seminars, Workshops

## MEMORANDUM

DATE:

February 20, 1998

TO:

Dr Ruben Umaly

FROM:

Peter Bint and Kelley Hoar, School of English

RE:

Possible Community Development Courses

Pulley How

Following your request that we should consider possible courses that could be mounted through Technopolis with the support of the School of English, we believe that the following courses might be suitable, depending on the numbers of people interested in the local area and, of course, on a proper advertising campaign. We also include some of those courses that you mentioned to us.

- 1. Conversation for Social English
- English for Business (office memos, reports, committee meetings, oral presentations)
- 3. English for the Office (for secretaries and receptionists: appointments, meetings, reception of visitors, telephone language).
- 4. Teacher Training (for English language teachers at secondary level)

If Technopolis is confident that it could organise any of these courses, we would be happy to draw up a proper curriculum for them. Subject: China visit

Date: Thu, 1 Oct 1998 13:20:17 +0700

From: "Richard Sproat" < Richard. Sproat@bangkok.idp.edu.au>

To: "Ruben Umaly" <rubnol@loxinfo.co.th>

CC: "Mantana Thammachoti" <mantana@ccs.sut.ac.th>

Dear Ruben

Attached to this email is a brief ideas document extending in a small way the ideas we talked about at our meeting on 23 September. I hope it is enough to get you started in your discussions.

Regards

Richard Sproat ELCA



Name: temp.doc

Type: Winword File (application/msword)

Encoding: base64

## ELCA-Suranaree Southern China Teacher Education project: ideas document

Any training model will have to use resources efficiently, as budgets will be constrained.

A longer-term sustainable model could rely on a trainthe-trainer (TTT) approach.

Input will be available from Australian teacher trainers, but it is expensive and should be used judiciously.

The TTT approach could be used on the ground, in China, using trainers from ELCA-Suranaree to train a team of Chinese trainers; and it could also be used to train up an ELCA-Suranaree training team. Its effectiveness will depend on personnel chosen and the kind of training expected of them. Its success in China will depend not only on the personnel and the training given them, but also their specific work situations. It may or may not be appropriate or cost-effective.

An alternative, or an adjunct, to a TTT model in China, is to train up Key Teachers (in China) who can then provide ongoing support to colleagues through observations, shared assignments and study groups. Key Teachers would be given more intensive methodology training than ordinary participants, and they would also be given special training for their later organising and support role.

The success of a Key Teacher approach would depend crucially on the quality of individuals selected.

There may be benefit in bringing Key Teachers to Thailand to observe and participate in modern communicative classrooms, and to encounter a range of teachers, students and situations different from their own.

For inservice training the following A-B-A model may be useful: a burst on classroom input plus observed teaching practice, followed by a period of self-directed study plus teaching practice assignments, followed by a further brief period of classroom input.

During the B (self-directed) phase, an element of continuing communication with tutors could be considered, although it might be difficult to implement unless an efficient email connection exists.

The training in China should be a mixture of language upgrading and teaching methodology upgrading. The proportion of language upgrading would probably be in the region of 20-35% of the total input. Language upgrading is cheaper than methodology upgrading.

The major cost will be staff salaries. Consequently, an efficient timeplan is essential if costs are to be kept down.

A low-cost model would use Australian input only in the initial phase of training up a training team in Thailand.

A more expensive model might consider taking a Lead Australian Trainer to China to spend at least a short time there observing the training team in action, giving feedback, and possibly modifying the training plan in the light of actual conditions on the ground. A visit by any Lead Trainer to China would be highly desirable, even if of short duration and outside any of the main training phases. An early visit to generate input into the training plan would be useful.

Richard Sproat
1 October 1998

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## Fax Transmission

Number of pages: 13

Attn: Prof. Ruben C. Umaly

Director, Centre for International Affairs SURANUREE UNIVERSITY OF TECHNOLOGY

Tel: (044) 224-141 Fax: (044) 224-140

From: James Keddie, Marketing Manager

Date: 16 November, 1998

Subj: EAP PROPOSALS & QUOTATION

Center for International Affairs 762 141 11.00 H

English Language Centre of Australia

26th floor CP Tower 313 Silom Road Bangkok 10500 THAILAND

Tel: (662) 231-0838-9 or 231-0977-8

Fax: (662) 231-0139 Email: elca@loxinfo.co.th

Dear Ruben,

It gives us great pleasure in attaching our provisional proposal for the pre- and in-sessional EAP courses. At this point the proposal is provisional so please feel free to edit or adjust to your liking.

A financial quotation has been attached for your consideration. We hope the overall investment will meet with your approval. We have not sent a copy to Aj. Maneepen, although other documentation has been forwarded - I hope this is ok.

Accompanying the proposals is a document outlining diagnostic assessment procedures. This too is a draft design so we will probably have points to discuss in more detail.

I'd like to thank you for your kind hospitality when I visited a couple of weeks ago. It was a real pleasure meeting you and everyone connected with SUT, and I look forward to my next visit.

Richard is away until 29 November, so if either Peter or myself can be of assistance please do not hesitate to give us a call.

Yours truly,

James Keddie Marketing Manager

Cc: Aj. Maneepen

The English Language Centre of Australia is wholly owned by IDP Education Australia Limited.

Email: info@ccmail.idp.edu.au





## Suranaree University of Technology Graduate Programme

## Pre- and In-Sessional English for Academic Purposes (EAP)

## Draft Course Design Document

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SUT has around 100 graduate students studying on both Masters and doctorate programmes. There are 3 intakes a year, with the majority of participants starting in June. A minimum English Language (EL) proficiency level may be stipulated by SUT for entry to these programmes, but EL cannot be included as a credit.

## **Participants**

A combination of new entrants and existing students. The mix of participants on a Pre-Sessional (intensive or semi-intensive) and an In-Sessional (non-intensive) programme is not yet known.

## Entry level

A target EL proficiency level for new entrants has not yet been set, but a level of IELTS 5.5 (around TOEFL 530) has been discussed. This design assumes that candidates at an EL proficiency level lower than IELTS 5.5 may be accepted on condition that they follow a programme that will raise their level to the required 5.5. The Conditional Entry level will depend on the length of any Pre-Sessional programme: as a general guide, raising *overall* EL proficiency in an academic setting by one IELTS band requires about 10 weeks full-time study in an anglophone environment, and probably about twice that much in Thailand.

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## Overall aims

- Pre-Sessional only: Raise new entrants' EL proficiency level to the stated Entry Level
- Strengthen participants' confidence and ability to deal with all aspects of English-medium postgraduate programmes, with an emphasis on coursework programmes, and a focus on each class group's areas of greatest common need;
- Promote participants' awareness of their own individual areas of strength and weakness, and give them opportunities to begin to work on these, either alone or with others.

## Program elements

- A teacher-led classroom course (intensive or semiintensive for Pre-Sessional; non-intensive for In-Sessional)
- · An integrated learner-training component
- A self-directed learning strand involving classroom based counseiling, planning and feedback, out of class study, and individual access to instructors

## Dates, Times, Hours, Location

Pre-Sessional probably April-May 1999; Between 70 and 100 hours, either full or half time, Mon to Fri; total time between 3 and 7 weeks;

In-Sessional from June 1999; 60 hours @ 4 or preferably 6 hours a week; total 10 to 15 weeks;

Location: SUT classroom and English Language Resource Unit.

## Core text

None for classroom based work. Texts will be taken from several sources, including published books, audiotapes and videos, participants' own authentic materials, ELCA-produced texts and Web pages. Participants will be given an organiser to keep materials in. A text will be provided for supplementary study.

## Core study areas

- Extended listening and note-taking in an academic environment
- · Oral interaction at seminars and meetings
- Making extended presentations
- Extensive academic reading
- Technical report writing

The following additional practice areas will support the above core areas:

- fluency practice: speaking and oral interaction; reading; writing
- confidence-building activities covering all skills

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work on grammar weak-points, both class and individual

A detailed list of skill and topic areas is given in Appendix 1.

## Assessment of participants

- Oral interaction in an academic setting: Mini-seminar role-play
- Critical listening: Listening and note-taking at a live or videotaped lecturette
- Reading: Timed exercise
- Writing: Non-timed piece of work to be delivered at end of course
- Self-study progress: Instructor's subjective assessment based on work records and counselling sessions

## Assessment of programme

ELCA Initial Quality Survey to be administered within the first quarter of course; end-of-course focus group meeting of participants, SUT coordinator and ELCA representative.

## Reporting

Mid-course oral progress conference between ELCA and SUT coordinators; full written final report, including individual participant reports and programme assessment, within 2 weeks of programme finish.

## Self-directed learning component

## Learner training

Participants will discuss their classroom activity preferences, learning and teaching styles and their own areas of strength and weakness; they will draw up personal study priorities; they will be given information and help in how to use grammar self-study reference books and learner dictionaries; they will do work on phonemic script and other aids to self-study; they will discuss extra-curricular learning possibilities, including contacts with foreigners and interacting with foreign media products, including the internet, all with a learning orientation

## Self-study practice

Participants will have practical opportunities to work on areas of individual weakness, correct such work themselves if appropriate, record work in a Self-Study Log, and consult instructors about results, problem areas and further self-study ideas and plans; where appropriate, instructors will address common areas of weakness through classroom instruction and practice. Participants will have an opportunity to feed back their opinions on the self-directed component of the program.

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## **Timetable**

ELCA takes a process approach to course design and timetabling. This course design will be used by the instructor and ELCA's Academic Coordinator to develop a provisional detailed timetable which may cover only the first part of the course. Instructors will discuss course content and the timetable with the participants, and draw them into the decision-making process. As the course proceeds, the timetable may be modified in the light of participants' needs and wants. At the end of the course, the final detailed working timetable will be available as a record of work done.

Prepared by Richard Sproat, 2 Nov 1998
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## Commercial-in-Confidence



## Appendix 1: Detailed list of skill and topic areas

The following list provides the range from which skill and topic areas will be chosen:

## Extended listening

Predicting content; following main ideas and arguments; understanding main arguments and secondary points; following discourse markers; understanding rapid, linked speech; taking notes; preparing follow-up questions; summarising an argument.

## Oral interaction at a seminar

Formality and informality; getting attention and interrupting politely; taking the floor; making a point; asking follow-up questions; replying to questions; agreeing, partially agreeing and disagreeing politely; asking for, and giving, opinions; insisting on a point; clarifying; spoken discourse markers; expressing certainty and doubt; discussing problems and making recommendations; justifying decisions and courses of action; explaining a process; asking about and explaining what went wrong; winding up a discussion.

## Making an extended presentation

Features of a good presentation; body language and eye contact; giving relevant background information; stating the purpose; signposting the presentation; organising information coherently; use of visuals; summarising charts; summarising, concluding, recommending; giving the message impact; handling questions.

## Rapid reading under time pressure

The reader's purpose; understanding the writer's own purpose; different text types; formulating questions before reading; reading for gist; reading for specific information; distinguishing main and secondary points; distinguishing fact from opinion; identifying relevant information and ignoring irrelevant information; making use of clues such as titles, diagrams, lists, paragraphing, ordering of information; skimming; increasing reading speed; speedreading methods

## Report writing in an technological context

Analysing the task: target audience, message and purpose; report formats; brainstorming ideas; making a plan; choosing section headings; the drafting, critical reading and rewriting cycle; writing paragraphs with topic sentences; using argument and support; organising descriptions; describing designs, systems, processes and change; making comparisons; explaining what went wrong; writing introductions and conclusions; using cohesive devices; developing speedwriting; focusing on key problem areas

Incorporating graphs, charts and tables into writing tasks

Main ideas and details of graphs, charts etc; what to say in written text and what to leave unsaid; describing key ideas in words; using the right tense; describing change

## Text types

Listening and oral interaction

Overheard conversations; face to face conversations; presentations; lectures; meetings; discussions; small-talk; question and answer sessions; announcements

## Reading

Academic texts, information leaflets, brochures, newspapers, magazines, journals, advertisements, instructions; tables; graphs and charts; proposals and recommendations; web pages; extracts from reports

## Writing

Technical reports; notes; abstracts and precis; student essays; emails



## Suranaree University of Technology Graduate Programmes

## Pre- and In-Sessional English for Academic Purposes English Language Entrance Assessment

Financial Proposal discussion document

## General

- SUT and ELCA to budget shared programmes at cost, and to divide surplus as agreed for each programme.
- Teachers from both ELCA and Department of English, Institute of Social Technology, to participate in programmes, by arrangement
- · ELCA to coordinate all programmes There should who be an SUT coordinator

## Entrance Assessment

 ELCA has several different charging policies, depending on the client. Usually for University Entrance Test, a charge is made, irrespective of whether a course follows. If SUT has its own charging policy, it is probably best for SUT and ELCA to discuss a suitable policy in this case.

## Pre-Sessional EAP

- Preferred class size: 20; max class size: 25
- . Course run intensively @ 6 hours a day for 10 days
- Target fee level per participant: 120Bt/hour; equivalent, for a 60 hour course, to 7,200Bt
- Fee includes classroom materials (photocopied) and specialised self-study materials; individual text for additional study is extra
- SUT to advertise a single group, with registrations accepted on a first come, first served basis. If there are enough

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20th in UP Tower 213 Silon Rd Bangkok 10500 Tel 231 0838-9, 231 0977-8 Fax 231 0139 Ethal Mod@loo in 1616

applications, further groups may be opened.

The attached document, Draft Costings, shows typical costs for an ELCA teacher at SUT, plus a special Focus Group Meeting visit by ELCA representative at the end of the course. It also shows a typical income calculation, based on 30 students in two groups

In-Sessional EAP

To be discussed

Prepared by Richard Sproat 11 November 1998 sut programs\Financial Proposal Discussion Document.doc

## Draft sample costings for Pre-Sessional EAP for SUT Graduate Programme

| Total per group 8                               | t       |       | 83,800   | Total per group Bt   | 108,000 |       |
|-------------------------------------------------|---------|-------|----------|----------------------|---------|-------|
| Focus group meeting visit BKK to Khorat (1 day) |         |       | 2,400    |                      |         |       |
| Airport taxis (return)                          | 700     |       | 700      |                      |         |       |
| Flight BKK-Khorat (return)                      | 1200    |       | 1,200    |                      |         |       |
| Teacher's perdiem                               | 500     |       | 5,500    |                      |         |       |
| Daily hotel Khorat                              | 1200    |       | 12,000   |                      |         |       |
| Daily transport hotel-SUT-hotel                 | 200     |       | 2,000    |                      |         |       |
| Self-study materials                            | 200     |       | 12,000   | No of groups         | 2       |       |
| Classroom materials                             | 200     |       | 12,000   | (not including book) |         |       |
| Teacher's salary                                | 600     |       | 36,000   | equivalent to        | 7200    | total |
| Classroom rental                                |         |       |          | Fee per participant  | 120     | Bt/hr |
| Course design time                              |         |       |          | No of participants   | 30      |       |
| Marginal costs                                  | unit Bt |       | total Bt | Typical Income       |         |       |
|                                                 |         |       |          |                      |         |       |
| Length of course (hours)                        |         | hours |          |                      |         |       |
| Pre-Sessional Intensive                         | 10      | days  |          |                      |         |       |



## Suranaree University of Technology Graduate Programmes

## English language entrance requirement and diagnostic assessment procedure

## Draft Design Document

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SUT has around 100 graduate students studying on both Masters and doctorate programmes. There are 3 postgraduate intakes a year, with the majority of students beginning programmes in June. A minimum English Language (EL) proficiency level may be stipulated by SUT for entry to these programmes, but EL cannot be included on a course credit basis.

## University Entrance Assessment: Introduction

EL entrance requirements for study at universities in anglophone countries are most commonly set by reference to IELTS or TOEFL scores. Although entrance requirements vary, a typical requirement for postgraduate entry is IELTS 6.5 or TOEFL 550. These scores are overall, and there is often an additional requirement in the form of minima for each subtest (in IELTS), and additional writing or speaking scores (in TOEFL). In the past this minimum entrance requirement has been lowered for some technical or professional certificate and diploma courses. A recent trend has been towards higher overall scores (currently up to IELTS 7.5 for some courses). This is possibly in reaction to the widespread practice of taking IELTS and TOEFL preparation courses – which can force up candidates' results by up to one IELTS band, but which may leave significant gaps in overall

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ability to function in an academic setting.

In Thailand, English-medium postgraduate courses and international programmes usually have entrance requirements stated in terms of TOEFL or IELTS scores, but often these requirements are ignored in the face of a lack of candidates at that level. Remedies are sought in the form of pre-sessional English for Academic Purposes (EAP) programmes, although these are often too short to achieve much remedial effect.

As a rough yardstick, for a candidate to improve their IELTS score by one overall band (which would include an improvement across all skills), they need to study full-time in an anglophone country for around 10 weeks. This figure needs to be increased significantly – usually doubled – for study in a non-English speaking country.

It is clear from the above that courses accepting candidates with scores lower than stated entry levels must provide a significant level of pre-sessional and in-sessional EAP support — usually more than funds (public or private) can cover. This is the dilemma of many educational institutions in Thailand.

An argument is sometimes made that candidates accepted at lower than entry level will progress to a satisfactory level within a reasonable time, given motivation and good in-sessional support. There may be merit in this argument, although assessing motivation and likely success will always be problematic:

## SUT entry requirement

A target EL proficiency level for new entrants has not yet been set by SUT, but a level of IELTS 5.5 (around TOEFL 530) has been discussed. This design document assumes that candidates at an EL proficiency level lower than IELTS 5.5 may be accepted on condition they follow a programme that will likely raise their level to the required 5.5. The Conditional Entry level will depend on the length of any pre-sessional programme.

## Candidates without IELTS or TOEFL scores

Some candidates will not have taken an IELTS or TOEFL test. Alternatives can be set, in terms of other internationally recognised exams such as Cambridge FCE (First Certificate in English), or GCSE (General Certificate of Secondary Education) O-level (Ordinary level) in English; but in practice there will be candidates without any Internationally recognised certificate in English. ELCA proposes that these candidates be given an Entry Diagnostic Assessment.

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29th ଖିଲ୍ୟ ଓଡ଼େ । ଜିଲ୍ଲାମ ନିର୍ପ୍ତ Bangkok 10500 Ter 23 ( 0338-9, 231 0977-8 |Fax 231 ଡ଼ୀଞ୍ଜ ଲିଲ୍ଲାଖ ଜାନ୍ୟୁସ୍ତ ନେ ଓଡ଼ି

3

SUT Graduate Programme Pre- and In-Sessional EAP

## Entry Diagnostic Assessment

This combines a test-like procedure to establish some data about the candidate's proficiency level, together with an informal needs analysis to establish further data about the candidate's areas of need, both perceived and as assessed externally. The outcome of the Entry Diagnostic Assessment is a profile plus a recommendation. There is no score, nor is there any statement of equivalence, however rough, with an IELTS band or a TOEFL score.

## Components of Entry Diagnostic Assessment

Components of The Entry Diagnostic Assessment consists of the following stages:

- Listening and note-taking at a videotaped lecture: candidates watch a recorded lecturette of around 20 minutes, during which they take notes. After the lecture they complete an unseen transfer exercise, using the notes they have taken;
- Timed reading: candidates read an authentic article and complete a task sheet which covers a variety of task types;
- Timed writing: candidates use a diagram or other graphical cue to write an account of a process or comment upon some numerical data; they also write a short discursive or descriptive essay on a general subject;
- Interview with examiner: Candidates talk about themselves, their study history and plans, the other stages of the Diagnostic Assessment and the difficulties they experienced, and their strengths, weaknesses and study preferences in English;

## Assessment Outputs

Outputs are of three kinds:

- An opinion as to how the candidate's proficiency profile sits in relation to the Entry Level
- Information on the candidate's language strengths, weaknesses and study preferences, and an opinion on likely future achievement in any pre-sessional or in-sessional EAP course
- A recommendation to accept or not to accept the candidate, with or without study conditions.

Prepared by Richard Sproat 11 November 1998 sut programs\Graduate Entry Test Proposal Nov98.doc

4588-1398 S. CA's 10th anniversary Quality international education

## Richard Sproat, 14:27 11/12/98 +0, Pre-Sessional EAP Program

Return-Path: <Richard.Sproat@bangkok.idp.edu.au> Reply-To: <Richard.Sproat@bangkok.idp.edu.au>

From: "Richard Sproat" < Richard. Sproat@bangkok.idp.edu.au>

To: "Ruben Umaly" <rubnol@loxinfo.co.th>

Cc: "Mantana Thammachoti" <mantana@ccs.sut.ac.th>

, "SUT Centre for Int Affs" <cenintaf@ccs.sut.ac.th>

Subject: Pre-Sessional EAP Program Date: Fri, 11 Dec 1998 14:27:25 +0700

X-MSMail-Priority: Normal

Importance: Normal

X-MimeOLE: Produced By Microsoft MimeOLE V4.72.2106.4

X-MDaemon-Deliver-To: cenintaf@ccs.sut.ac.th

Dear Ruben

(An earlier, incomplete version of this email was sent by mistake. This one is hopefully complete.)

Thanks for your email of 26 Nov, followed up via fax on 4 Dec.

To reply to the various points you raise:

Specific content: I am happy to come up to SUT to discuss the specific requirements of different schools. I will send a separate email to Aj Mantana to arrange for that to happen.

Detailed program: our normal procedure is to negotiate a detailed timetable of study areas with each particular group of students. This will vary from group to group, depending on their special needs and proclivities. I have attached to this email a sample week's timetable from an EAP Pre-Departure course for Danish government scholarship holders and others that we are surrently running, and which will show you a typical study pattern.

Intensity of program: you will see that the sample timetable is of 6 hours per day, consisting of 4 hours classroom learning followed by 2 hours of individualised learning activities, which include individual access to the teacher. We have found that this format does not overload participants, and allows them time to absorb and explore material covered in class. However, if you would prefer a less intensive course, we could reduce the intensity a bit. The problem for us (ELCA) is that we would like our teacher to work a full week. This would mean a minimum of 15 hours per week.

Fee level: I am happy to reduce the fee to 100Bt/hour, although this may lead to uncertainty in the event of low numbers of applicants. My previous experience with other universities has been that staff often overestimate take-up of optional English language programs. My own current working estimates are that we will get one group, and possibly a second. If the

Center for International Affairs
1910/2541
Date 1 4 DEC 1998
Time 415

4 + 5 = 20 hrs.

## Richard Sproat, 14:27 11/12/98 +0, Pre-Sessional EAP Program

financial margin is slim, a second group could only open if numbers for that group were substantial; and if overall take-up were really low, even the first group might be in doubt.

Typical costing: in the discussion document I sent you there was a line item for SUT classroom rental. Perhaps you could let me know what this would be.

Staffing issues: We are hoping to place our Academic Coordinator, Sarah Johnston, on this program. We do hope to share staffing with SUT School of English. We do need to keep Sarah reasonably active during any period at SUT, so we would propose that if there is a single group, she would teach two thirds of the program, with SUT staff taking the other third. With two groups, the work could be divided 50:50. With three groups, we would have to revise the staffing and we could consider placing a second ELCA teacher on the program. Selection of SUT staff member: I am familiar with Peter Bint's background and experience, and would be happy for ELCA to work with him, should he be available. If Peter is not available, we could look at other teachers, but we would prefer to make the final choice ourselves, given that we would have responsibility for overall delivery of the program.

Entry assessment: what was the reaction to our proposal?

I hope the above points are clear. If not, please get back to me and I will try to clarify them.

Regards

Richard Sproat richard.sproat@bangkok.idp.edu.au sproat@australiamail.com

Attachment Converted: c:\eudora\attach\Sample timetable1.doc

## Richard Sproat, 13:57 11/12/98 +0, Pi e-Sessional EAP program

Return-Path: <Richard.Sproat@bangkok.ic p.edu.au> Reply-To: <Richard.Sproat@bangkok.idp edu.au>

From: "Richard Sproat" < Richard. Sproat@bangkok.idp.edu.au>

To: "Ruben Umaly" <rubnol@loxinfo.co.t >

Cc: "Mantana Thammachoti" <mantana@ cs.sut.ac.th>

, "SUT Centre for Int Affs" <cε iintaf@ccs.sut.ac.th>

Subject: Pre-Sessional EAP program
Date: Fri, 11 Dec 1998 13:57:41 +0700

X-MSMail-Priority: Normal

Importance: Normal

X-MimeOLE: Produced By Microsoft Min teOLE V4.72.2106.4

X-MDaemon-Deliver-To: cenintaf@ccs.su t.ac.th

Dear Ruben

Thanks for your email of 26 Nov, followed up via fax on 4 Dec.

To reply to the various points you raise:

Specific content: I am happy to come up to SUT to discuss the specific requirements of different schools. I will sond a separate email to Aj Mantana to arrange for that to happen.

Detailed program: our normal procedure is to negotiate a detailed timetable of study areas with each particular group constituents. This will vary from group to group, depending on their special needs and proclivities. I have attached here a sample week's timetable from an EAP Pre-Departure course for Danish government scholarship holders and others that we are currently running, and which will show you a typical study pattern.

Intensity of course: you will see that the smple timetable is of 6 hours per day, consisting of 4 hours classroom learning followed by 2 hours of individualised learning activities, which in clude individual access to the teacher.

Fee level: I am happy to reduce the fee to 100Bt/hour, although this may lead to uncertainty in the event of low nun bers of applicants. My previous experience with other universities has been that staff

Attachment Converted: c:\eudora\attach\S: mple timetable.doc

ELCA Pre-Departure Program 2-22 December 1998: Sample one-week timetable

Classroom sessions

(4 hours, mornings) Individual learning Program

(2 hours, afternoons) DAY 1 Intro to program

Prioritization of needs/focus with sts

Warmer: Getting to know you

Intro to listening and note-taking Essay writing task

Individual consultation with teacher re study & individual learning priorities DAY 2 Listening skills: importance markers; note-taking practice

Reading strategies: skimming/scanning

Collect essays Continuing aims for pm sessions:

- revise work from morning session
- prepare work for future classes, eg talks, research individual study eg listening, grammar, reading
- writing practice... drafting; teacher assistance available for proofing
- teacher consultation DAY 3 Feedback on essays

Essay writing skills

Intro to seminar skills

Sts nominate topics for 15-min seminar presentation Individual learning program DAY 4 Listening skills – recognising the sections of a talk Seminar skills – getting clarification; asking & answering questions Intro to seminar evaluation formILP continues DAY 5 Reading strategies: practice in research strategies

Seminar skills: relevant topic presented by teacher; class discussion Review of week's work with sts ILP continues Prepared by Sarah Johnston 11 Dec 98

NOTES ON KHORAT TEACHER EDUCATION SEMINAR Jan 1999

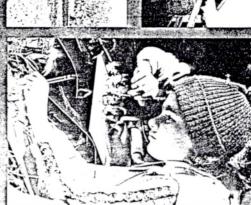
## Can learner independence be taught?

Innovation and teacher education in Thailand

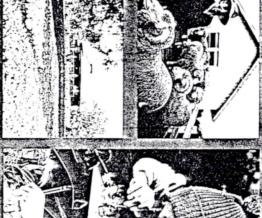
## Possible topic areas:

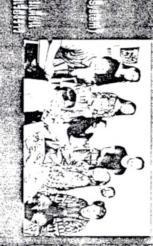
- · Is autonomous learning appropriate for Asia?
- The strengths and weaknesses of Thai educational culture
- The influence of the Thai Entrance Exam on Thai educational culture
- · Classroom layouts, classroom roles, classroom scripts
- · Changing the role of the teacher
- Innovative approaches to study: The Study House (Holland), The Zoo House (USA), Dartington Hall (UK), Risinghall Comprehensive (UK)
- Case studies: successes, failures and difficulties experienced on example programmes
- Deep end approaches: throwing responsibility back upon the participants (eg TalkBase)
- · Electronic approaches to self-access
- · Negotiating the syllabus; the concept of stakeholding
- Student portfolios and other learning-centred assessment instruments
- · The effect of motivation
- Learning journals
- Guided learning: devising study plans, monitoring and revising; counselling; study groups
- · How can rural teachers get access to innovation?
- Self-directed learning and large classes
- Barefoot self-directed learning (ie without resources)
- · The relevance of independent thinking

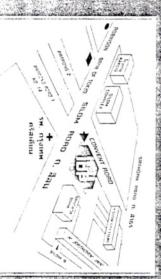












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Council 1182 University of Cambridge Local Examina-จัดทำและพัฒนาโดย IDP Education Australia, The British ใช้ภาษาอังกฤษในการศึกษาผ่อหรือทำงานในด่างประเทศ นำได้ใช้ภาษาอังกฤษเป็นภาษาหลัก แผ่มีความประสงค์ที่จะ System) ซึ่งเป็นระบบทดสอบความรู้ภาษาอังกฤษสำหรับผู้ที่ นานาชาติ (International English Language Testing ILLIS คือที่อย่อของระบบการวัดผลภาษาอังกฤษ

และถูกต้องตรงกับระดับความสามารถในการใช้ภาษาที่แท้ สู่ทักษะแยกออกจากกับ สามารถวัดผลได้ชัดเจน แม่นยำ ศึกษาต่อชนิดเดียวที่ให้ความสำคัญต่อการใช้ภาษาอังกฤษ ทั้ง 4 ทักษะ คือ ฟัง ทูด อ่าน เทียน โดยให้คะแนนทั้ง IELIS เป็นระบบวัดผลภาษาอังกฤษสำหรับการ tions Syndicate (UCLES) งริงของผู้สอบ

# nistercinents et 131

ข้อสอบ IELTS แห่งออกเป็น 2 ประเภท ตามระดับ การศึกษา พี่คืองการจะศึกษาต่อ คือ

Academic Module สำหรับผู้ที่ต้องการเรียนต่อ ในระดับอุดมศึกษาหรือลูงกว่าในทุกสาขา

General Iraining Module สำหรับผู้ที่ต้องการ

ศึกษาต่อในระดับที่ต่ำกว่าปริญญาตรี ระดับมัธยมศึกษา หลักสูตรระยะสัน และหลักสูตรฝึกอบรมต่างๆ แต่บาง สถาบันต้องการให้ผู้ที่สมัศรเรียนสอบ Academic Module อันเนื่องมาจากความยากง่ายของสาขาว่าก ซึ่งผู้สมัคร จะต้องสอบถาบเจ้าหน้าที่แบะแบบของ IDP หรือสามารถ สอบถามโดยครงกับทางสถาบัน

อักษณะนักสลบ ILUS จะทดลอบทักษะทั่งสโทย นปรการทผสสบออกเป็นสลงช่วง -ช่วงเข้าสอบข้อเขียน ใช้ เวลาประมาณ 2 ขัวโมง 30 นาที (การฟัง 30 นาที. การอ่าน 60 นาที, การเขียน 60 นาที) -ช่วงบ่ายลอบสัมภาษณ์ รายบุคคลใช้เวลาประมาณ 10-15 นาที

# eluris uchicucomisorscal

ปัสมัครลอบสามารถเตรียมตัวก่อนสอบค่วยตัวเอง โดยการศึกษาจากคู่มีอเดรียมสอบ IELIS ซึ่งมีจำหน่ายที่ IDP หรือ เข้าเรียนหลักสูตรเตรียมดัวก่อนลอบ IELIS กับศูนย์ภาษา IDP/ELCA โดยมีหลักสูตรให้เลือกตามความสามารถและ เวลาที่เหมาะสม ได้แก่

- . General English
- . Academic Writing & Reading
- English for Academic Purposes
  - Preparation for IELTS

# How can you prepare for the test?

You can buy IELTS specimen Material Packs 'rom IDP Education Australia. This includes a full practise test with cassettes and answer keys so you can gain experience in the format of the test and an understanding of your level.

at IDP Education Australia and familiarize You can enrol for the IELTS ORIENTATION COURSES yourself with skills needed to handle the test effectively.

General Training Module: For candidates Listening 30 minutes, Reading 60 minutes, Writing 60 minutes, Speaking 15 minutes. planning to undertake university courses Academic Module: For candidates Iraining and/or TAFE courses. Each test There are two modules to the test: planning to undertake non academic module consists of 4 sections: consist the test does **Uhat** 

## Much is IELIS?

he International English Language Testing System (IELTS) is the premier English language wide. IELTS assesses your ability to study/work in English and your capability to read, write, test for migrants, students and personnels worldspeak and listen in English. The International English Language Testing System (IELTS) is the preferred language test by many corporate companies as well as institutions in Australia, New Zealand, United Kingdom, Canada and increasingly in U.S.A. It is the official test for persons migrating to New Zealand and for the trainees of various Government departments in the United Kingdom and Australia (such as the Ministry of Defence and the General Medical Council).

University of Cambridge, IDP Education Australia ELTS is developed and is managed by the and the British Council. The test is currently conducted at approximately 250 test centres around the world.

## How long does it take to what do they mean? get the results and

Your results are sent to you, and can be sent direct to the institutions to which you have applied, within

Scores are recorded on a Test Report Form (TRF), showing over all ability as well as performance in All scores are given on a 9 Band scale from nonlistening, reading, writing and speaking.

user to expert user with "a fully operational command of the language". Different institutions have their own entrance requirements. In general, universities request an Overall Band Score of around 6.5 for entrance to academic courses. This may vary between departments. You are advised to check with the particular institution to which you are

## **IELTS TEST DATES**

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|-----------|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| January   | 10, 24, 31                    | 9, 23, 30                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| February  | 7, 21, 28                     | 6, 20, 27                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| March     | 7, 21, 28                     | 6, 20, 27                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| April     | 4, 18, 25                     | 3, 17, 24                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| May       | 9, 23                         | 8, 22                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| June      | 14, 20, 27                    | 5, 19, 26                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| July      | 4, 18, 25                     | 10, 24, 31                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| August    | 1, 22, 29                     | 7, 21, 28                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| September | 5, 19, 26                     | 4, 18, 25                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| October   | 3, 17, 31                     | 9, 23, 30                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| November  | 7, 14, 21                     | 6, 20, 27                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| December  | 12, 19                        | 4, 11                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 150       |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

ใจกีพี เจกผูกนั้น ออสเกรเลีย (ประเทศไทย) IDP Education Australia For more information ติดต่อสอบถามข้อมลเพิ่มเติม

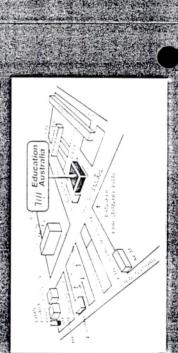
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4th Floor, CP Tower 313 Silom Road

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Tel : (66 2) 231 0531-3, 231 0923 : (66 2) 231 0530

E-mail: idpthai@ksc.th.com









English Language Centre of Australia

## July 1998 Course Schedule

| 30-hour Courses (unless stated)      | _Days/Times                                            | Start/ Finish                                             | Price   |
|--------------------------------------|--------------------------------------------------------|-----------------------------------------------------------|---------|
| General English ( Pre-Intermediate ) | Mon – Fri / 1- 4pm.                                    | 3 July – 17 July                                          | 4,500   |
| General English  (Intermediate)      | Tue,Wed,Fri / 6 - 9pm                                  | 21 July – 11 August                                       | 4,500   |
| English for Academic Purposes        | Mon & Thu / 6 - 9pm Sat 9-4 pm                         | 20 July – 20 August<br>18 July – 15 August                | 4,980   |
| Reading & Writing for IELTS          | Mon & Thu 6-9pm<br>,<br>Sat 9-4pm                      | 27 July – 27 August<br>18 July – 15 August                | 4,980   |
| Strategies for IELTS                 | Mon - Fri 9am-12am<br>Tue-Wed-Fri 6-9pm<br>Sat 9am-4pm | 6 July-20 July<br>7 July – 29 July<br>1 August- 29 August | 4,980   |
| Pre-departure (240-280hrs)           | Mon-Fri 9-4pm                                          | 29 June -                                                 | various |
| General Business English             | Mon & Thu 6-9pm                                        | 22 June – 23 July                                         | 4,980   |

ELCA classes are limited to about 15 students. All classes are taught by qualified teachers.

Office hours Monday to Friday 0830am – 2000pm/ Saturday 0830am-1700pm Saturday 0830am – 1700pm

> 26th floor, CP Tower, 313 Silom Road, Bangkok 10500 Tel: 231-0838-9, 231-0977-8 Fax: 231-0139

Quality international education

## **Punctuation**

## Full stops

use of full stops to end statements, e.g. Writing is fun.

use of full stops in initials, e.g. W.D. Murphy, W.A.

use of full stops in abbreviations (those that do not end in the final letter of the word), e.g. Mon., Dec., Sec.

N.B. Full stops are not required after titles, dates (unless at the end of a sentence), measurement symbols and abbreviations that end with the final letter of the word.

## Capital letters

use of capital letters to begin sentences, e.g. Writing takes time.

use of capital letters for proper nouns (names, days, months, places, titles, streets), e.g. Susan, Tuesday, February, Indonesia, Captain Cook, Victoria Street.

use of capital letters for adjectives derived from proper nouns, e.g. Indonesian.

use of capital letters for the pronoun I.

use of capital letters for book titles, first word in a line of poetry, e.g. Gulliver's Travels, Slowly the river rises

use of capital letters for emphasis, e.g. HAPPY BIRTHDAY!

use of capital letters for names of deity, special days, names of institutions, e.g. God, Boxing Day, Brunswick Primary School.

N.B. Capital letters are not necessary for points of the compass (unless forming part of a title) and seasons of the year.

## Question marks

use of question marks at the end of sentences that ask for information, e.g. Why are we doing this?

N.B. Question marks are not needed:
(i) when using indirect speech, e.g. The captain was asked if he was fit to play.
(ii) when a sentence is a request, e.g. Can you hurry up.

## **Exclamation marks**

use of exclamation marks to show strong feeling, e.g. What a mess!

## Commas

use of commas:

to separate items in a series, e.g. They collected shells, driftwood, coral and cuttlefish.

N.B. The items may be nouns, verbs, adjectives or groups of words.

to separate a word/words used in a sentence for further explanation, e.g. Mary, the golden haired girl, won the medal.

before joining words when they join two main clauses, e.g. He wanted to travel to China, but he wanted to learn the language first.

to separate main and subordinate clauses, e.g. When they heard the final siren, the players leapt into the air.

to separate the person spoken to from the rest of the sentence, e.g. Richard, mind the wet paint.

after words like yes and no, e.g. No, you can't come in here.

to separate month and year in date, e.g. Thursday, June 27, 1991.

to follow signal words at the beginning of sentences, e.g. However, I believe...

## **Apostrophes**

use of apostrophes for contractions, e.g. can't, won't, doesn't

use of apostrophes to show ownership, e.g. Barry's holiday, elephants' enclosure.

use of apostrophes to indicate letters or numbers omitted, e.g. 'phone, o'clock, '91.

N.B. Apostrophes are not necessary when the noun is descriptive rather than possessive, e.g. mens toilet, teachers notes.

## Quotation marks

use of quotation marks when using direct speech, e.g. "That will do!" she shouted.

N.B. Quotation marks are not used for indirect speech, e.g. Brewhouse told his players to run harder and share the ball.

use of quotation marks to show quotations within quotations, e.g. "My father always said 'look on the bright side' and I suppose I do," explained Dennis.

use of quotation marks before and after titles or words used in an unorthodox manner, e.g. Some viewers actually consider "The Video Show" a form of "entertainment".

## Colon

use of colons to:

introduce a list, e.g. Gre gear: pencils, paints, cra introduce a quotation,  $\epsilon$  "I have some good new: introduce an explanatio elaboration of the first h I'm not much of a runne pain barrier just getting

## Semi-colon

use of semi-colons to:

join sentences y two e.g. A face appeared at tone determined animal.

separate clauses contain that point our captain, v. remained calm, lost cont the game had to be abar

## Hyphen

use of hyphens to:

join some parts of composition father-in-law, heavy-hamily join a group of words to e.g. good-for-nothing.

write numbers and fraction more than one word, e.g.

## Dash

use of a dash to

introduce a list, e.g. The tools—torch, screwdriver,

create surprise, e.g. She p feet—still prepared to fig

## Use of Sentence

## Write sentences

write sentences containing.
The child hit the ball.

N.B. Verbs are often called because they describe an a sense a sentence must have

## Join sentences

join sentences using conju then, but, because, so. ye English Language Centre of Australia

## Pre-departure Program

โปรแกรมภาษาอังกฤษก่อนเดินทางศึกษาต่อประเทศออสเตรเลีย

ELCA เป็นองค์กรซึ่งไม่มุ่งหวังผลกำไร ได้รับการก่อตั้งโดย IDP Education Australia ซึ่ง



เป็นศูนย์พัฒนาการศึกษาระหว่างประเทศแห่ง
ประเทศออสเตรเลีย ELCA ดำเนินการสอน
ภาษาอังกฤษมากว่า 20,000 ชั่วโมง สำหรับ
ภาษาอังกฤษเชิงวิชาการ ภาษาอังกฤษเพื่อการ
ศึกษาต่อ และภาษาอังกฤษเพื่อเตรียมสอบ
IELTS แก่นักเรียนกว่า 6,500 คน ตลอด
ระยะเวลา 9 ปี ทั้งนี้รวมไปถึงนักเรียนที่ได้รับ
ทุนจากรัฐบาลออสเตรเลียด้วย

คณาจารย์ของสถาบัน ELCA ได้รับการรับรองคุณวุฒิด้านการสอนภาษาอังกฤษในฐานะภาษา ต่างประเทศ แต่ละท่านมีประสบการณ์ในการสอนไม่ต่ำกว่า 7 ปี จึงเข้าใจความต้องการของผู้เรียนและ สอนได้ตรงจุดมุ่งหมาย ELCA เป็นสถาบันสอนภาษาในเครือข่ายนานาชาติและมีความสัมพันธ์อย่าง แน่นแฟ้นกับสถาบันทางด้านภาษาในประเทศออสเตรเลีย โดยเฉพาะอย่างยิ่งความสัมพันธ์กับ The Institute of Continuing and TESOL Education, University of Queensland

ELCA เป็นผู้ดูแลแบบทดสอบเพื่อใช้ในการสอบ IELTS โดยร่วมมือกับ Cambridge University และ British Council นอกจากนั้น ELCA ยังเป็นตัวแทนในการจัดสอบภาษาอังกฤษเชิง ธุรกิจด้วยแบบทดสอบจาก University of Cambridge Local Examinations Syndicate แต่เพียง แห่งเดียวในประเทศไทย

## <u>โปรแกรมนี้เหมาะสำหรับผู้สนใจซึ่ง</u>

- เป็นผู้ที่ประสงค์จะศึกษาต่อในประเทศ ออสเตรเลีย
- เป็นผู้ที่ได้ทำการสมัครเรียนยังสถาบัน ในออสเตรเลียแล้ว
- หรือเป็นผู้ที่ตั้งใจจะสมัครเรียนเมื่อ เดินทางไปถึงออสเตรเลีย



Quality international education

## จูดมุ่งหมายของการเรียน

- เพื่อเตรียมความพร้อมทางด้านภาษาอังกฤษให้แก่ผู้เรียนก่อนเข้าเรียนจริงในสถาบันที่ออสเครเลีย

-เพื่อเพิ่มพูนทักษะและความสามารถทางด้าน ภาษาอังกฤษแก่ผู้เรียนที่ประสงค์จะสอบ IELTS ให้ผ่านในระดับ 6 (หรือเทียบเท่า TOEFL 550)

## คุณสมบัติของผู้สมัครเรียน :

ควรเป็นผู้ที่ผ่านการสอบ IELTS ด้วย คะแนนเฉลี่ยอย่างค่ำ 4.5 (หรือ TOEFL 475)

## หลักสูตรและระยะเวลาที่เรียน :

มีให้เลือกเรียนหลายหลักสูตร และสามารถจัดให้เหมาะสมกับความต้องการของผู้เรียน โดยในหลักสูตร



เร่งรัดจะใช้ระยะเวลาเรียนคั้งแต่ 2 สัปดาห์ถึง 6 เดือน และในหลักสูตรปกติจะใช้ระยะเวลาเรียน คั้งแต่ 6 สัปดาห์ ถึง 12 เดือน

จำนวนของผู้เรียน: จัดให้มีการ เรียนการสอนเพียงกลุ่มละ 15 คน

อาจารย์ผู้สอน: เป็นอาจารย์เจ้าของ ภาษา ซึ่งมีประสบการณ์และความเชี่ยวชาญด้าน การสอนภาษาอังกฤษในหลักสูตรเพื่อการศึกษาต่อ

โดยเฉพาะ โดยมีคณาจารย์จากมหาวิทยาลัยและสถาบันทางด้านภาษาในออสเตรเลียเป็นผู้ให้คำปรึกษา

<u>เนื้อหาและรูปแบบของหลักสูตร</u> เนื้อหาสำคัญของหลักสูตรประกอบไปด้วยหลักสูตร ภาษาอังกฤษเชิงวิชาการ หลักสูตรภาษาอังกฤษเพื่อเตรียมสอบ IELTS เทคนิคการเรียนในมหาวิทยาลัย รวมถึงแนะแนวการใช้ชีวิตในออสเตรเลีย

- การสอนภาษาอังกฤษเพื่อใช้ในการสนทนา จะเน้นสอนเพื่อให้ผู้เรียนสามารถนำไปใช้ได้จริงใน ชีวิตประจำวัน
- อุปกรณ์การเรียนและคำราเรียนที่ใช้ในการ เรียนการสอน ล้วนมีเนื้อหาสัมพันธ์กับวิชาที่เรียน ในมหาวิทยาลัย ทั้งยังเน้นสอนเพื่อฝึกให้ผู้เรียน สามารถรับผิดชอบการเรียนในมหาวิทยาลัยได้ด้วย ตนเอง
- การสอนในชั้นเรียน อาจารย์ผู้สอนจะเปิดโอกาสให้ผู้เรียนได้ศึกษาและค้นคว้าด้วยดนเอง โดยการมอบ หมายงานแก่ผู้เรียนซึ่งเน้นในเรื่องของการเขียนเป็นหลัก ทั้งยังมีกิจกรรมนอกหลักสูตรอีกมากมาย ซึ่งล้วน เป็นกิจกรรมที่เกี่ยวข้องกับการใช้ภาษาอังกฤษร่วมกับเจ้าของภาษาทั้งสิ้น นอกจากนี้สถาบัน ELCA ยังได้จัด ให้มีการแนะแนวแก่ผู้เรียนโดยศิษย์เก่าออสเตรเลีย ชาวต่างชาติ และ IDP Education Australia.



126/1 ถ.วิภาวดีรังสิต ห้วยขวาง ดินแดง กรุงเทพฯ 10400 โทร. 277-1413, 692-3193-4 โทรสาร. 275-4891



313 ชั้น 26 อาคารซีพี ทาวเวอร์ ถ.สีลม บางรัก กรุงเทพฯ 10500 โทร. 231-0838-9 โทรสาร. 231-0139

## นาตุไตถึงเลือกเรียกเก้น ธนอง ร

- กัวแทนคำเนินการสอบของ (UCLES) แคเพียงแทงเดียว พากลูเรียนอยามมีประสิทธิภาพ



ELCA เป็นสถาบันซึ่งอยูกายใดการดูแลขององคกรการศึกษา แหงประเทศออสเครเลีย (IDP)

สเทาสารสสานในเลียนกันค่ะ ועיר הז ה שוגרה

เสนอหลักสูตรภาษาอังกฤษอันมีประสิทธิภาพแก

7 ELCA ได้รับการก่อตั้งมากว่า 9 ปี มีจุดประสงค์เพื่อน่า

- คณะ และภาควิชาในมหาวิทยาลัย

English Language Centre of Australia

- ELCA เป็นสถาบันสอนภาษาที่ในบุงหวังผลกำไร แต่มุงให้
- ELCA และ IDP เป็นองค์กรที่รับผิดชอบในการจัดทดสอบ นาร ความสามารถทางดานกาษาอังกฤษเชิงธุรกิจโดยเป็น หลักสุดรของทางสถาบันจึงเป็นหลักสุดรที่เหมะสำหรับการ ELCA เชื่อวชาญในการสอนหลักสุดรสนทนาภาษาอังกฤษ ELC.A ได้รับความรวมมือจากองค์กรดาง ๆในระดับสากล หลักสครเพื่อเครียมสอบ IELTS. หลักสครภาษาอังกฤษ พากลานการคานกานการจากกุษอยางมีประสิทธิภา เชิงวิชาการและหลักสุดรภาษาอังกฤษเชิงธุรกิจ



## ดิกเราการคีสายาราสสติ

ELCA เป็นเครื่อข่ายของโรงเรียนสอนภาษานาษาติ

- นักเรียน และคณาจรายชา
- เราหน้าที่ในหน่วยงานของรัฐ และพนักงานองลกรเอกชน รวมถึงบุคคลทั่วไป

J IDP เป็นองคกรซึ่งอยุภายใดความรวมมือของมหาวิทยาลัย ภายใต้การรับรองของ IDP ท่านจึงมั่นใจใต้ว่า ELCA เป็น สถาบันที่มีคุณภาพภายใดคำแนะนำจากผูเชียวชาญเพราะ

- IDP มีประสบการณ์มากกา 27 ปี ด้านการศึกษาในระดับ 37 แหง ในประเทศออสเตรเลีย
- นานาชาติ



## 

- ELCA มีเจ้าหน้าที่คอยให้คำแนะนำช่วยให้ท่านทราบถึง พื้นฐานทางดานกาษาอังกฤษของคนเอง
- y ELCA จัดหลักสูตรกาษาอังกฤษที่เหมาะสมและครงกับ นานหองการของนารท





## ชาการได้สามารถ เกราะ

- ว เมื่อท่านตัดสินใจเลือกเรียนกับ ELCA ท่านสามารถเลือก นานนักเจลาเรียนที่สะดวกได้ด้วยคนเอง นอกจาเรียนทั้นทา จะได้รับการสอนและประเมินผลการเรียนภายใค้หลักสคร ที่ได้มาครฐานในระดับสากล
  - าานจะพัฒนาความเขาใจด้านภาษาอังกฤษได้อยางรวดเร็ว รากลักสตรที่เรียนตรงกับความตองการ

## งาลำกรุโตลที่ให้เกิดสุดาน

- J หลักสตรเตรียมสอบ IELTS
- 🗸 หลักสูตรภาษาอังกฤษเชิงวิชาการ
- า หลักสตรเครียมสอบเพื่อรับประกาศนี้ขบัตรเชิงธรกิจจาก มหาวิทยาลัยเคมบริดจ
- ุ่ หลักสูตรภาษาอังกฤษเชิงธุรกิจ
  - บา หลักสูตรภาษาอังกฤษทั่วไป
- า หลักสูตรอบรมกาษาอังกฤษแกษับริหารและพนักงาน ในหนวยงานของรัฐ และเอกชน

## เราเลาสาสาสารายาน

- หลักสูตรแล้วว่าเหมาะสมและครงกับความค้องการของผู้เรียน ได้รับการคัดเลือกและพิจารณาจากเจ้าหน้าที่ฝ่ายพัฒนา J ค่าราและหลักสุดรที่ใช้ในการเรียนการสอนของ ELCA
- 🗷 เป็นคำราเรียนและหลักสุดรที่ใค้รับความเชื่อถือจากทั้ง ในประเทศและดางประเทศ
- ร ค่าราเรียนทุกเล่มล่วนมาจากสำนักพิมพ์ที่มีชื่อเสียงเป็นที่



## กิดบารเการ์

- ว คณาจารย์ของ ELCA แคละท่านล้วนเป็นเจ้าของภาษาทั้งสิ้น
  - อาจารยทุกทานใครับการรับรองคุณวุณิจานการสอน ภาษาอังกฤษในฐานะภาษาตางประเทศ
- 7 ารางารชนเคละทานมีประสบการณ์ในการสอนกา 7 ปี
- บานหน้าของการของผู้เรียนจึงสอนได้ครรงคนารการเกา
  - 🗵 จัดเตรียมเนื้อหาในการสอนให้ผู้เรียนมีโอกาสพูดและ แสดงออกมากขึ้น



## ชากาลเดาสมายการเการานการเการา עורוווצרזיוורהוה

หลักสุดรฝึกอบรมภาษาอังกฤษแกหนวยงานของรัฐและองคกร น่ายประสานงานองคกรของ ELCA พรอมใหขอมลและคำ เอกชน สามารถให้บริการได้ ณ องค์กรของท่าน เจ้าหน้าที่ แนะนำสำหรับหลักสูตรภาษาอังกฤษ เพื่อการพัฒนา หรัพยากรบุคคลในองคกรอยางมีประสิทธิภาพ



## หลักสูตรในการฝึกอบรมชอง ELCA เป็นหลักสุดรซึ่ง

- ร ได้รับการปรับปรุงให้มีความกันสมัยอยู่เสมอ
- า เสริมสรางความเขาใจคานกาษาอังกฤษแกทานทั้งใน หลักสูตรระยะสันและระยะยาว
- ร นำทานสูจุดมุงหมายในการฝึกอบรมอยางมีประสิทธิภาพ



แหงในกว่า 100 ประเทศกัวโลกและดำเนินการทดสอบ ทางภาษาอังกฤษขึ้น UCLES มีศูนย์อยู่กว่า 1,300 ให้แก่ผู้สนใจแล้วปีละกว่า 500,000 คน ทุกปี เป็นผู้ริเริ่มให้มีการจัดทดสอบความรูความสามารถ

ประกาษณ์แบ่ตรมาเชาอังกฤษเอ็จสุรกิจ ค.มากรณะการสานารณา (p.e.c.)

## ครอบคลุม

🗷 เหมาะสำหรับผูเรียนภาษาอังกฤษในระดับ

เชื่อถือได Pre-Intermediate, Intermediate and Pre-Advanced

🚁 เป็นแบบทคสอบที่มีพื้นฐานมาจากการใช้ได้จริงในการ

## วัดความสามารถไดอยางชัดเงน

สื่อสารทางธุรกิจ

🗷 แบงการทดสอบออกเป็น 3 ทักษะ ในดานการพึ่ง และทักษะในดานการพูด (ซึ่งจะมีการให้ คือการทดสอบทักษะในดานการอานและการเขียน ทักษะ กะแนนแยกจากทักษะดานอิน)

👉 การทดสอบจะมีขึ้นปีละ 2 ครั้ง





## ANGUAGE TESTING SERVICE

นกกมเขยคนน.เล.คุณเปลเลูณล์ส<u>นุ</u>ล (S.LV) DE

- บบรริงสาสปบงจุเลเบ เป็นแบบทคสอบอันทันสมัยใช่ในการวัดความสามารถทางดาน
- สามารถใชทดสอบใดทั้งการวัดความสามารถในการพูด
- รายงานการประเมินผลจากการทดสอบโดย UCLES

(ซึ่งเป็นด้วแทนโดยครุงในการจัดสอบ BULATS)

🚅 สามารถจัดใหมีการทดสอบใดยังองกกรของทาน หรือที่สถาบัน ELCA

IDР

- ว ใมเสียคาไชจายมาก
- 🗗 เป็นแบบทดสอบที่ท่านสามารถใช้เพื่อวัดความสามารถของผู้ เขารวมสัมมนายังดางประเทศ สมัครงานยังองคกรของทานหรือใหการทดสอบแกผู้ที่ดองการ

นานสามารถเลือกรับบริการเหล่านั้โด RUIN ELCA

- 👉 หลักสูตรฝึกอบรมภาษาอังกฤษแกหนวขงาน
- 🚅 หลักสูตรภาษาอังกฤษทั่วไป
- 👉 การทดสอบความสามารถดานภาษาอังกฤษ
- 🗷 การจัดโครงสรางหลักสูตรภาษาอังกฤษเพื่อใชสอนในโรงเรียน
- การฝึกอบรมแกผูดำเนินการสอน UCLES

## IDP นิ่นอนารดีกษาออลเตรเลีย

- 1 แนะแนวการศึกษาตอดางประเทศ
- จัดใหม่การเขารวมสัมมนาโดยใมเสียคาใชจายทุกวันพุธ
- / เป็นสูนยกลางขอมูลแกนักเรียน
- เป็นด้วแทนการจัดสอบของ UCLES ในประเทศไทย

จัดหลักสูตรที่ใช้ในการสอบ ส ฝึกอบรมแกผู้ดำเนินการสอบ J ดำเนนการสอบ

COLLES

Teachers of English to Speakers of Other Languages

Quality International education

# ນາທຸນທຸນປະເທດ

วันสอบ BEC

วันปิดคอร์ส วันเปิดคอร์ส

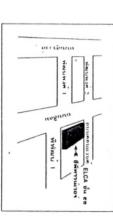
ราบละเอียดเห็นเค็น เารณะเติดตอนายัง

ELCA 1 : มหาวิทยาลัยหอการค่า ถนนวิภาวดี-รังสิต อาคาร 5 ชั้น 3 lms. 277-1413, 692-3193-4, lmsans: 275-4891

ELCA 2 : อาคารซีพี ทาวนเวอร์ ชั้น 26 สีลม lns. 231-0838-9, lnsans: 231-0139

lns. 231-0531-3, 231-0923, lnsans: 231-0530 อาคารชีพทาวนเวอร ชั้น 4 สีสม สมอบารสิกษาออสเครเลีย

หรือเลือกรับบริการขอมูลผานอินเตอรเนตไลที่ หรือ e-mail: esupa@mail.utcc.ac.th • www: http: \\www.idpcd.com.au



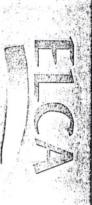
## ELCA เป็นหนึ่งในสมาชิทของ...

MID DIX

Association for Language and Development in Asia

Quality

Local Examinations Syndicate UNIVERSITY of CAMBRIDGE



English Language Centre of Australia

injernational education Australia Education

## **MEMO**

## Suranaree University of Technology Center for International Affairs

Tel: 4141-44; Fax:4140

Ref. No. MUA 5136/C. 12

August 1998

- Attn: 1. The Rector
  - 2. Vice Rector, Academic Affairs
  - 3. Vice Rector, Administrative Affairs
  - 4. Vice Rector, Planning
  - 5. Vice Rector, Development
  - 6. Vice Rector, Student Affairs
  - 7. Dean, Institute of Agricultural Technology
  - 8. Dean, Institute of Industrial Technology
  - 9. Dean, Institute of Resources Technology
  - 10. Dean, Institute of Social Technology
  - 11. Dean, Institute of Science
  - 12. Dean, Institute of Medicine
  - 13. Director, Center for Scientific and Technological Equipment
  - 14. Director, Center for Computer Services
  - 15. Director, Center for Library Resources and Education Media
  - 16. Director, Center for Education Services
  - 17. Director, Institute of Research and Development
  - 18. Director, Technopolis

## Re: Invited to the Agreement Signing Ceremony

With the approval of the University Council of the SUT-IDP linkage Proposal, the Center for International Affairs kindly invites you to witness the signing of the agreement on Tuesday 18 August, 1998, 11.00 hrs. at Saranithes Room, Administration Building.

At 11.45 hrs. you are cordially invited to lunch with the IDP executives at the dining room, Surasammanakhan. To facilitate lunch reservation, please call CIA for confirmation at tel. 4141 on or before Friday 14 August 1998.

Thank you for your kind attention and participation.

(Prof. Dr. Ruben C. Umaly)

Director, Center for International Affairs



ฝ่ายวิชาการ CIA

## Suranaree University of Technology 10. 20%. Center for International Affairs

Tel.: 4141-4; Fax: 4140

Ref.No. MUA 5136/C .14

Attn:

- 1. Rector
- 2. Vice Rector, Academic Affairs
- 3. Vice Rector, Administrative Affairs
- 4. Vice Rector, Planning
- 5. Vice Rector, Development
- 6. Vice Rector, Student Affairs
- 7. Director, Center for Scientific and Technological Equipment
- 8. Director, Center for Computer Services
- 9. Director, Center for Library Resources and Educational Media
- 10. Director, Center for Educational Services
- 11. Director, Institute of Research and Development
- 12. Director, Technopolis

#### Invitation to the seminar on "Can learner independence be taught?"

The Supervisory Unit, Educational Region 11 with the English Language Centre of Australia (ELCA) and Suranaree University of Technology will organize a seminar on "Can learner independence be taught?" on Saturday 27 March 1999, 10.00-16.00 hrs. at Conference Hall, Surasammanakhan, SUT.

In this connection, the organizers kindly invite you to attend the Opening Ceremony of the above mentioned event on Saturday 27 March 1999 at 10.00 hrs., Conference Hall, Surasammanakhan, and at 12.00 hrs. you are also invited to lunch at Surasammanakhan dinning room.

Thank you for your kind attention.

(Prof. Dr. Ruben C. Umaly)
Director, Center for International Affairs

AN un us en installa-

Suranaree University of Technology 111 University Avenue, Muang, Nakhon Ratchasima 30000, Thailand



#### 12 March 1999

Re: Required Information

Attn.: Professor Emeritus
Hugh H.Smith M.Com., Ph.D.

Dear Sir,

Please refer to your request to Suranaree University of Technology for the details of gowns to wear on the Convocation Ceremony for the Bachelor, Master and Ph. D. graduates in order to be cited in your work. I am pleased to submit to you the data as follows:

I. Faculty Position Gown: the dark gray colored gown with its length at calf and zipper on the front which separates thoroughly; they are 8 centimeter wide, orange colored cloths as taps along the length of the two front sides and pleats at shoulders. Its wide sleeve ends with 5 orange colored taps on the golden colored cloths are at wrists. Its collar is golden color in triangle shape with straight end covers on back side. There are University logo pins on the orange taps on chest.

2. Academic Gown: there are 3 levels as follows:

1) Doctoral Degree Gown is the same as Faculty Gown except there are 26 wide golden colored cloths with three 3.8 centimeter wide orange color taps horizontally laid on the sleeve ends.

2) Master Degree Gown is the same as the Doctoral Degree Gown except there are

only two 3.8 centimeter wide orange color taps on the sleeve ends.

3) Bachelor Degree Gown is the same as the Master Degree Gown but there is only

one 3.8 centimeter wide orange color tap on each sleeve ends.

3. **Academic Pin** made from gold metal with 5 centimeters in height. It is the same as University Logo with the picture of Thao Suranaree Statue in the center of the pin, four laterally connecting and overlapping concave ares forming a dome over the statue and stylized leaves and machine cags underneath the statue.

I hope the information is useful and sufficient for your work. If you need any more information from us, please let me khow. I will be more than willing to provide you

with such information. Thank you.

Yours sincerely,

(Asst. Prof. Dr. Tavee Lertpanyavit) Vice Rector for Academic Affairs For Rector

Academic Promotion Section Tel: (66-44) 224040-6; Fax: (66-44) 224040

# Suranaree University of Technology Center for International Affairs

Tel: 4141-44

To:

AJARN MANU OMAKUPT

Director, Technopolis

From: Prof. Dr. Ruben C. Umaly

Director

Subject: IDP-SUT LINKAGE

Date: 20 August 1998

Ref.No. MUA. 5136/354

After reporting to the Rector the result of our discussion with the IDP staff, he suggested that the assistance of Dr. Maneepen be solicited in the planning of the English program for the Graduate Students. - i.e. the testing of level of competency of applicants, the remedial courses for first year students,, the mastery course for those going abroad or doing joint program with foreign universities, the examination for Ph.D. students, their remedial program if necessary. Kindly plan the kinds of activities, schedule of activities, the persons most likely to be involved in the implementation including the possible collaboration with the other Institutes for the assessment of their needs and the contents.

Kindly submit to CIA your proposal. Khun Sukhoman or Khun Mantana may be contacted if there are further queries.

Thank you for your kind attention and consideration.

Prof. Dr. Ruben C. Umaly Director

#### **MEMO**

# **Suranaree University of Technology**

#### **Center for International Affairs**

Tel: 4141

Ref.no. 5136/ 281

in July 1998

ATTN: PROF. DR. WICHIT SRISA-AN, Rector

RE: PROPOSAL FOR SUT-IDP (AUSTRALIA) PARTNERSHIP

Attached is the draft proposal submitted by Mr. Peter Burgess of IDP Australia regarding the possible partnership between SUT and IDP (ELCA) specially in the English Language programs.

I think it is a good opportunity for SUT to improve some our own English language programs specially the CAI and programs for graduate students as well as the planned distance and borderless education. The activities required of SUT could be jointly undertaken by CIA, School of English and Technopolis. coordinate the activities of the partnership, if your office feels it is necessary or needed.

Mr. Burgess is requesting an appointment with you either in SUT or Bangkok regarding this matter, if your assessment is favorable at a time and date of your convenience.

Thank you for your kind attention and consideration.

(Prof. Dr. Ruben C. Umaly)
Director

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## **DRAFT**

## **AGREEMENT BETWEEN**

**IDP Education Australia Limited**A.C.N. 008 597 831

and

The Suranaree University of Technology

In Relation to

The English Language Centre of Australia, Bangkok

This Agreement (hereinafter call the Agreement) is made between IDP Education Australia Limited A.C.N. 008 597 831 having a registered office at One Geils Court, Deakin, ACT 26000, Australia (hereinafter called IDP) and The Suranaree University of Technology (hereinafter called SUT).

#### WHEREAS:

- A. IDP is an organisation owned by Australia's universities to assist in making the resources of Australian education available to overseas countries and institutions,
- B. SUT is a public institution operating under the Royal Thai Government legislation, offering courses in Science and Technology, Social Technology and Management of Technology fields,

It is agreed that IDP and SUT maintain an affiliation in order to develop the joint capacity to provide a range of training programmes and services, being English language training programmes in the first instance, for SUT and the North-east region of Thailand.

It is further agreed that, for an initial period of twelve months to facilitate the planning, design, and start-up of this joint programme, IDP and SUT will cooperate to provide the requisite resources for the management and operation of the English Language Centre of Australia (hereinafter called ELCA) as a not-for-profit institution in Thailand. The aims of ELCA include:

- developing, in cooperation with SUT, the joint capacity to provide English language and teacher training programmes for educational, government and business institutions, and the general public, in the North East region of Thailand
- providing English language tuition for academic purposes, business purposes and general English language skills upgrading
- providing Special Purpose English courses to students, and a full range of English courses for students wishing to study further in Australia or other overseas countries, private sector students, and to corporations
- promoting educational exchange, academic and research links between SUT and institutions in Australia

In particular it is agreed that:

#### 1. IDP Responsibilities

For the period of the agreement IDP will:

- a) be responsible for the management of ELCA
- b) ensure that academic standards are maintained

- c) recruit and employ staff
- d) provide loan funds to maintain daily operations
- e) facilitate academic cooperation between Australian universities and SUT as an adjunct to ELCA management

#### 2. SUT Responsibilities

For the period of the agreement SUT will:

- a) provide space for offices and teaching rooms for the operation of ELCA at the University as required, for which SUT is to receive an agreed rental fee
- b) accredit ELCA teaching staff for the purpose of obtaining work permits and provide assistance in obtaining these permits
- c) assist with the marketing of ELCA courses, especially on SUT campus and in the North East region of Thailand
- d) contribute other relevant support services to ELCA's operations in fulfilment of the objectives of ELCA

#### 3. ELCA Operational Responsibilities

For the period of the agreement ELCA will:

- a) operate as a not-for-profit activity with accumulated surpluses (that is, surpluses after loans are repaid and SUT receive payments as listed in paragraphs 1d and 2a respectively), being utilised for expansion or improvement of ELCA's facilities, for related activities, or for the provision of funds for the training of SUT personnel
- b) ensure all materials prepared to promote ELCA operations will carry the logo of both IDP and SUT
- seek to expand its operations to other appropriate locations in fulfilment of its objectives
- d) ensure Certificates awarded to ELCA graduates will reflect the affiliation of IDP and SUT as this relates to ELCA

#### 4. Commencement and Duration

This Agreement will be deemed to have commenced from the date of signing of the Agreement and operate for three years unless terminated earlier by either party or by mutual agreement.

#### 5. Termination

The Agreement may be terminated by either IDP or SUT giving one year's notice of intent to terminate.

#### 6. Variations

Alterations to this Agreement may be made by means of a written Agreement Variation signed by IDP and SUT, which shall thereupon become part of the Agreement.

**THIS AGREEMENT** is hereby signed on behalf of IDP and SUT to reflect the intention of working together in the above manner.

Signed, in duplicate

| Dr D G Blight                   | Professor Wichit Srisa-an          |
|---------------------------------|------------------------------------|
| Chief Executive                 | Rector                             |
| IDP Education Australia Limited | Suranaree University of Technology |
| Date:                           | Date:                              |

#### **Appendix One**

#### Specific Activities for the initial development of a joint SUT/IDP capacity

IDP seeks to ensure the development of its relationship with the SUT and the usefulness of this relationship for the University. Central to the development of this relationship is ensuring that the Centre becomes a key part of the SUT campus and of the development of SUT's education and training role in the North-east region of Thailand, with particular focus on the provision of borderless education in the context of life long learning.

The following is a list of activities to be undertaken by ELCA, in cooperation with the appropriate SUT departments and faculties, during the initial period of the Agreement to facilitate the planning, design, and implementation of the desired joint capacity. The list is not intended to be exhaustive. Activities are to be undertaken after consultation and agreement with relevant SUT personnel. No specific priority has been assigned to the suggested activities.

- Establish joint language programmes for SUT teachers in cooperation with the appropriate SUT faculties and departments; these programmes will be oriented toward preparing SUT personnel to take up SUT scholarships for overseas study.
- Establish joint language programmes for SUT students and potential students, in cooperation with the appropriate SUT faculties and departments; these programmes will be oriented toward preparing SUT students and potential applicants to take up English medium programmes at SUT.
- > Conduct joint marketing of these programmes to relevant Thai government bodies and other education institutions in the North-East of Thailand.
- Investigate models for the cooperative design and management of programmes and methodologies to complement other SUT ELT providers, including on-going development of CAI and Self-Access Centre resources.
- Prepare a business plan for joint cooperation in expanding and developing IDP's mission to include general training and distance and borderless education for the North-East region of Thailand.
- Investigate the feasibility of establishing a joint EFL research programme, e.g., quality assurance, evaluation, and second language acquisition in the Thai context.



## Fax Transmission Please Deliver Immediately

No of pages: -1 -

TO:

Dr Ruben C Umaly Director, Centre for International Affairs Suranaree University of Technology

FAX NO:

0015 66 44 216127

FROM:

Dr Roger King Director, Projects

DATE:

3 December 1994

Good to see you in Phnom Penh. I hope your workshop went well.

I did receive a copy of your letter of 10 November. The situation is that at the MUA - DEET Conference in Brisbane, one of your colleagues Professor Kasem Prabriputalong (Dean of Institute of Resources Technology) asked for information on staff, research interests and interest in Joint Supervision amongst Engineering Faculties in Australia. I undertook to collect some such information.

I will bring a few copies of the information which has been collected with me on my travel to Bangkok on 5 December. One copy is for Suranaree University of Technology. I was going to ask our office to forward it to Professor Kasem. Perhaps you could discuss with him how best to handle this. Please leave a message at our office, the Australian Education Centre in Silom Road (phone 231 0531). I will make sure this copy gets to the University. The other copy will go to MUA (Dr Suchart or Ms Porntip) for copying and distribution to the other Thai Engineering Faculties.

Unfortunately, will only be in Bangkok a few days (on my way to Hanot) but I hope we can catch up again some time.

Regards

1.13. Thing Roger B King

(193FAXRK)

Fhone: (616) 285 8222

Fax: (616) 285 3036

# COPY

Ref.No.5136/78

Suranaree University of Technology

111 University Avenue

Muang District,

Nakhon Ratchasima 30000

**THAILAND** 

FAX: (6644) 216127, 254843

18 November 1994

The Director

IDP, 4th Floor

**CP** Tower

313 Silom Road

Bangkok 10500

Thailand

Fax: (662) 231.0530

Re: Receipt of Brochures

This is to acknowledge with much gratitude the receipt of brochures on some Australian universities. They will be most useful in our review for possible linkages.

Yours sincerely,

Ruben C. Umaly Ph.D

Director, Centre for

International Affairs

Ref.No.5136/65



Suranaree University of Technology
111 University Avenue

Muang District,

Nakhon Ratchasima 30000

FAX: 66-44-216127, 254843

11 November 1994

The Director

IDP

C.P. Building, Fourth Floor.,

313 Silm Rd.

Bangkok 10500

Thailand

Fax: (662) 2310530

Re: Linkages with Australian Universities

The Suranaree University of Technology (SUT) is starting in 1995 its International Program in Engineering and Technology. At present our linkages are only with four Canadian Universities where exchange of faculty and admission of Thai students to their academic programs have been arranged.

SUT is interested to expand its linkage and networking with other universities specially in Australia. In this connection, SUT would be grateful if you can provide us a listing of Australian universities with Engineering, Biotechnology Agritechnology and Food Technology Programs that would be interested in possible collaborative activities including admission of some Thai students.

Thank you for your kind attention and consideration.

Yours Sincerely,

(Dr.Ruben C. Umaly)

Director, Centre for International Affairs

COPY

Ref.No.5136/ 65

Suranaree University of Technology
111 University Avenue
Muang District,
Nakhon Ratchasima 30000

November 1994

The Director

IDP

c/o Civil Service Commission

6 Phitsanulok Rd.

Bangkok 10300

Thailand

Fax: (662) 280-3419

Re: Linkages with Australian Universities

The Suranaree University of Technology (SUT) is starting in 1995 its International Program in Engineering and Technology. At present our linkages are only with four Canadian Universities where exchange of faculty and admission of Thai students to their academic programs have been arranged.

SUT is interested to expand its linkage and networking with other universities specially in Australia. In this connection, SUT would be grateful if you can provide us a listing of Australian universities with Engineering, Biotechnology Agritechnology and Food Technology Programs that would be interested in possible collaborative activities including admission of some Thai students.

Thank you for your kind attention and consideration.

Yours Sincerely,

(Dr.Ruben C. Umaly)

Director, Centre for International Affairs

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FROM : OFFICE OF C.S.C.

94-11-10 11:55 PM



Ref.No. 5138/66

Suranaree University of Technology 111 University Avenue Musing District, Nakhon Ratchasima 30000 PAX: 66-44-216127, 254843

10 November 1994

The Dispetor

TIDE

o/o Civil Service Commission

6 Phitsamulok Rd.

Bangkok 10300

Thailand

Fex: (662) 280-3419

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Re: Linkages with Australian Universities

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Thank you for your kind attention and consideration.

Director, Centre for International Albans

111 University Avenue, Muang District, Nakhon Ratchasima 30000, THAILAND, Tel. (044) 256376, 254843 Fax. (044) 256376, 254843

# COPY

Ref. No. 5136/16

Suranaree University of Technology
111 University Avenue
Muang District,
Nakhon Ratchasima 30000

10 November 1994

Dr.Roger King

**IDP** 

GPO Box 2006

Canberra ACT 2601

Australia

Fax: (6162) 48-9775

Re: Linkages with Australian Universities

In pursuance of our discussion in Bangkok, I am pleased to inform you that SUT is interested in expanding its international linkages to Australian universities. At present our linkage is only with four Canadian universities. We would like to have an exchange program of professors, research collaboration and most of all – student exchange. Since the SUT students that would study part of the time in Australia will be paying students and not dependent on scholarships may be their admission to Australian universities will not be so difficult. In this connection, I will be most grateful if your could give some suggestions on names and addresses of universities that could be interested and how we should proceed. Our prority areas would be engineering and applied science (agriculture, biotechnology and food technology).

Thank you and regards.

Yours Sincerely,

(Dr.Ruben C. Umaly)

Director, Centre for International Affairs

f. IDP - Organization

Fax: 0015 66 44 216122

16 November 1998

Professor Ruben C Umaly, PhD Director, Centre for International Affairs Suranaree University of Technology THAILAND

Dear Ruben

IDP Education Australia GPO Box 2006 CANBERRA ACT 2601 AUSTRALIA

| or International Affairs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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#### Australian Youth Ambassadors for Development Program

As you will see from the attached documents, during the course of the next two years, the Australian Government is to fund the placement of up to 500 Australians between the ages of 18 and 30 in a number of countries in the Asia Pacific region, including the Philippines. The program, which complements existing Australian volunteer programs, is designed to enable our country's youth, with a business or educational background, to both share their skills with host organisations in developing countries and build business and community networks, and understanding, within the region.

Host organisations can be government, private enterprise or community organisations who have identified a specific development assignment on which an Australian Youth Ambassador might work. Such assignments, which will be typically of five months duration, but may be as short as 3 months or up to 12, will be supported in five sectors - namely health, education, agriculture and rural development, infrastructure and government.

I have written to Dr Emil Q Javier, President UP, Dr Ruben L Villareal, Chancellor, UPLB and to Dr Percy E Sajice, Director, SEARCA and the Director of IRRI seeking their interest in hosting one or more such Youth Ambassadors. Unfortunately, Thailand is not included in the first list of countries chosen to participate in the program; if it had been, rest assured that I would have written to you already to ascertain whether your university [or any other relevant Thai organisation, for that matter] would be interested in being a Host Organisation. Nevertheless, it occurred to me that you might know of bodies in the Phillipines, other than the ones I have contacted, that we might approach to participate. If you have any ideas, could you please get in touch with Ms Robyn Stokes at IDP Education Australia by facsimile [+ 61 2 6285 3036] by 30 November 1998. Many thanks for any help you can give us.

With warm regards to you and Bong.

Yours sincerely

Alec Lazenby

nood J



# Host Organisations

What is the Australian Youth Ambassadors for Development Program?

The Australian Government has allocated \$10 million over the next two years to fund the Australian Youth Ambassadors for Development Program, which will place up to 500 Australians, between the ages of 18 and 30, on development assignments in the Asia-Pacific region. The program will complement existing Australian volunteer programs, yet focus on involving youth from a business or educational background sharing their skills, while building business and community networks and understanding within the region.

Host Organisations can be government, private enterprise or community organisations in the Asia Pacific region who have identified a specific development assignment on which an Australian Youth Ambassador may work. Assignments will be generally of 5 months duration (a minimum of 3 and a aximum of 12 months) Interested potential Host Organisation's should submit an assignment proposal to the Australian Youth Ambassadors Office, on the form provided.

Assignments proposals may also be developed in conjunction with an Australian Partner Organisation, companies or organisations in the private sector, educational institutions, government agencies and the community sector. These Partner Organisations may nominate their experienced young staff as Australian Youth Ambassadors to work on the proposed assignment and assist Host Organisations in supporting assignments.

# What is involved in being a Host Organisation?

Host Organisations are expected to:

- Ensure resources are available for implementation of the Australian Youth Ambassador assignment
- Support the Australian Youth Ambassador assignment in some form, such as a wage at local salary level and/or accommodation.
- Be available for review of the Australian Youth Ambassador's assignment during the program.

# Assignment proposals will be assessed on the following criteria:

- Development outcomes identified value for organisation, community and/or country.
- Relationship to any agreed AusAID country agreement.
- Clear need and rationale why the skill is needed, availability of the skill locally, what is the development objective.
- Defined assignment including work program clear objectives and task list, timetable for implementation, supervision or co-staff, resources available.
- Credibility of organisation well established, ability to manage projects and/or volunteers.
- Facilities provided for assignment safe work place and location, ability to support Australian Youth Ambassador, arrangements for accommodation, food, transport, living allowance.
- Access to assignment location for reasons of safety and support.

# What does the Program provide?

The Program will generally provide Australian Youth Ambassadors with:

- A negotiated assignment with a Host Organisation.
- Pre- and post-assignment training.
- Medical and travel insurance.

☑ 006 ☑ 003

- Air travel to the Host Organisation.
- In-country support.
- Settlement and re-settlement allowances.
- Follow-up debriefing and an alumni association.

What countries can be involved in the program? Countries in the Asia Pacific region currently ODA eligible

| - Malaysia                                                                   | Micronesia, Federated States<br>Nauru<br>New Caledonia                                                   |
|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| - Maldives - Mongolía - Nepal - Philippines - Sri Lanka - Thailand - Vietnam | Niue Northern Marianas Palau Islands Papua New Guinea Samoa Solomon Islands Tokelau Tonga Tuvalu Vanuatu |

# How do we get involved?

Submit an assignment proposal form, which sets out the information needed from Host Organisations.

Available from:

Australian Youth Ambassadors Office GPO Box 588 Canberra ACT 2601 Ph (61 2) 6248 0430, Facsimile (61 2) 6248 0525



# Assignment Proposal Form

If you would like to register your request for an Australian Youth Ambassador volunteer please complete this form and return it by fax or mail to:

Australian Youth Ambassadors Program, GPO Box 588 Canberra ACT 2601 Ph (61 2) 6248 0430 Fax (61 2) 6248 0525

| dress:                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Details of organisation and i                            | ts activities (management structure and purpose, experience in hosting volunteers)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                                          | iny other organisation ie Australian Partner Organisation? Yes / No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| E       | Background to this project (Is this an existing or new project? How was the need identified? What other |
| 0       | rganisations have, or are to be involved? Have any volunteers already been involved?)                   |
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| Sta     | ff of Organisation                                                                                      |
| a)      | Name and position of supervisor                                                                         |
| b)      | Counterpart staff (eg number, age, educational background, technical experience and position)           |
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|                                                                                                         | religion. Please give reaso            |                        |                                         |                                         |                     |
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Dr. Ruben C. Umaly Director, Center for International Affairs, SUT

August 26, 1998

Dear Dr. Umaly,

First thank you very much for your cordial reception to the delegation of GU, and thanks for the full speech paper of Prof. Dr. Wichit.

So far, we have received the Pre-Registration Forms of 25 participants, but have not received the five pieces of speech paper of Prof. Wang Yibing, Zhou Ligao, Nguyen Vandao, Obi and Dr. Emmanuel Y. Angeles. We have sent fax and E-mail to ask for.

Regarding how SUT and IDP could help in the training of teachers of English, I know some from Ms. Ming Quong. Could you give me some more information, such as what costs the teachers of English in the training and GU should bear?

With best regards.

Sincerely,

Mao Jian-lin

Director, Foreign Affairs Dept.

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Return-Path: <wk005500@netaccess.loxinfo.co.th>

Date: Tue, 02 Feb 1999 22:56:27 +0700

From: rubnol <wk005500@netaccess.loxinfo.co.th> Reply-To: wk005500@netaccess.loxinfo.co.th

To: cenintaf@ccs.sut.ac.th

Subject: E - Mail From Richard Sproat

Subject:

Various

Date:

Mon, 1 Feb 1999 14:40:23 +0700

From:

"Richard Sproat" < Richard.Sproat@bangkok.idp.edu.au>

To:

"Ruben Umaly (office)" <cenintaf@ccs.sut.ac.th>

CC:

"Mantana Thammachoti" <mantana@ccs.sut.ac.th>, "Ruben Umaly (home)" <rubnol@loxinfo.co.th>

Dear Ruben

A quick update.

(1) The seminar. Sarah and I met Maneepen and other SUT ajarns at the Thai

TESOL conference recently. (We were particularly impressed by Aj Nattaya's

TOEFL presentation.) We agreed on a date in late March, and I am now waiting to clear the date with her to avoid a clash with a Thai TESOL

ther education seminar at Srinakarinwirot University. I will confirm the

date as soon as possible.

(2) EAP program. I received your message via Peter Burges, that the course

would not be compulsory, that the course will take place in May, and that

you would like a flyer. We will work on the flyer immediately.

Meanwhile I

have asked Mantana to give me a contact in the Institute of Science so that

we can discuss their expectations and needs.

Center for International Affairs
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maximum relevancy, efficiency and effectiveness. Constant monitoring and evaluation must be integrated in the programs for quality assurance.

The cooperation between industries and universities must also extend to research and development. Although academicians tend to favor basic or fundamental research, studies on solutions of specific industrial problems or means of inproving products and processes must also be the concern of universities. This is especially true for small and medium sized enterprises that could not afford permanent staff and expensive equipment for R and D purposes. For big multinational industries, this in not a problem for they usually have sophisticated R and D units in the mother company. Thus, for developing countries, the university staff can provide consultancy, analytical work and other services to industry on a mutual benefit basis. This is a means of enhancing and facilitating technology transfer in both directions, ie. from university to industry and lessons from industry are to be included in university curricula and teaching materials. This partnership also enhances the image and position of both the university and industry in the community.

The success of university-industry partnership is not dependent only on them. The state or the government also has a very important role in these cooperative endeavors. The state must institute educational policies that favor or support cooperative education. It can provide incentives to industries through recognition, tax reduction or even provision of grants for supporting the apprenticeship of students in industry. The state can also provide adequate policies and incentives to universities with cooperative education programs by recognizing faculty members involved in university-industry Geseafch, and training activities through promotion and other career schemes. Universities must also be provided funds for the implementation of such programs.

Thus, University-Industry and Government cooperation must be fostered and enhanced for a relevant and quality engineering education of international standards geared towards meeting engineering and technical needs of the country in the 21st century.

As an initial step towards improving engineering education in Southeast Asia, the Ministry of Education and Culture of Indonesia in co-operation with the Southeast Asia Regional Center for Higher Education and Development (SEAMEO RIHED) organized on 9-11 January 1995 a Colloquium on Engineering and Technology Education in Jakarta. It provided a forum for engineering educators and engineering industries in Southeast Asia to share experiences and to gain insight into engineering education methods, systems and practices together with trends, issues and problems in linking and matching engineering

(3) Peter mentioned your request for a teacher education program at SUT in

April-May. We are happy to begin work on such a program. Perhaps you could

let me have a brief summary of the context in which it is to take place,

well as the length, the intensity, and the charging regime.

#### Regards

#### Richard Sproat

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<Richard.Sproat@bangkok.idp.edu.au></FONT>
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<mantana@ccs.sut.ac.th>, "Ruben Umaly (home)" &lt;rubnol@loxinfo.co.th></FONT>
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## <P><FONT SIZE=+1>Dear Ruben</FONT><FONT SIZE=+1></FONT>

## <P><FONT SIZE=+1>A quick update.</FONT><FONT SIZE=+1></FONT>

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<BR><FONT SIZE=+1>TOEFL presentation.)&nbsp; We agreed on a date in late March, and I am now

<BR><FONT SIZE=+1>waiting to clear the date with her to avoid a clash with a Thai TESOL

# ON THE OCCASION OF ITS FIFTH FOUNDING ANNIVERSARY SURANAREE UNIVERSITY OF TECHNOLOGY

in collaboration with

UNESCO: UNIVERSITY-INDUSTRY-SCIENCE PARTNERSHIP PROGRAMME (UNISPAR)

and

SOUTHEAST ASIA REGIONAL CENTER FOR HIGHER EDUCATION AND DEVELOPMENT (SEAMEO RIHED)

cordially invites you to the

COLLOQUIUM ON UNIVERSITY-INDUSTRY-GOVERNMENT COOPERATION
IN QUALITY ENGINEERING AND TECHNOLOGY EDUCATION
FOR SOUTHEAST ASIA IN THE 21st CENTURY

and the

FOUNDING CONFERENCE OF THE ASSOCIATION OF UNIVERSITIES OF
ASIA AND THE PACIFIC (AUAP)

27-28 JULY 1965ed Paper

SURASUMMANAKARN
SURANAREE UNIVERSITY OF TECHNOLOGY
111 UNIVERSITY AVENUE
NAKHON RATCHASIMA, THAILAND

# Education Australia

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Dr D G BLIGH! Chief Executive

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Center for International Affairs

Date 1 APR 1999

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22 March 1999

Dear Prof. Ruben C. Umaly, Director, Centre for International Affairs Suranaree University of Technology

| 22 Ividicii 1999                 |
|----------------------------------|
| Center for International Affairs |
| No. 26112542                     |
| Date 7 APR 1999                  |
| Time 11: 30                      |
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I am writing to introduce the Thai-Australian Youth Ambassadors Program (TAYAP) to you and to ask whether you and/or your organisation would be interested in becoming a Host Organisation under the program.

Thai-Australian Youth Ambassadors Program (TAYAP)

TAYAP is an Australian Government initiative to facilitate the strengthening of mutual understanding between Australia and the countries of the Asia-Pacific region and to make a positive contribution to development.

#### TAYAP has three main aims:

- to exchange skills and understanding, while making a positive contribution to addressing development issues
- to establish lasting networks between individuals, business, educational and community organisations across the region
- to provide a public face for Australia's overseas aid program young Australians from across Australia and all walks of life will be able to demonstrate the value of development assistance programs

#### Youth Ambassador Profile

Australian Youth Ambassadors will

- be volunteer Australian citizens aged between 18 and 30 years
- have a specific skill or knowledge to contribute to a development placement, such as a trade, profession or other qualification
- have suitable personal qualities and attributes that will enable them to act as an Australian Youth Ambassador
- have, or have a commitment to acquire, language skill to allow effective participation in a placement

**Host Organisations** 

Under TAYAP, Australian Youth Ambassadors will be placed with Host Organisations. Host Organisations can be government, private enterprise or community organisations in the Asia Pacific region who have identified a specific development assignment on which an Australian Ambassador may work and which will meet specific needs or skills for the Host Organisation. These assignments will be negotiated through the Australian Youth Ambassadors Office.

Australia 's premier international education, training and professional development corporation

Head Office: One Geils Court 4th Floor, CP Tower, 313 Silom Rd., 26th Floor, CP Tower, 313 Silom Rd., 75/1 Moo 14 Soi Watpradang. Suthep Rd.,

Bangkok 10500 THAILAND

Muang, Chiang Mai 50200

Deakin ACT 2600 Australia Bangkok 10500 THAILAND

Phone: (61 6) 285 8222 Tel: (662) 231 0531-3, 231 0923 Tel: (662) 231-0838-9, Tel: (66-53) 810 552-3, 276 269

Fax : (61 6) 285 3036 Fax : (662) 231 0530 231-0977-8 Fax : (66-53) 810 554

Email: info@ccmail.idp.edu.au Email: idpthar@ksc15.th.com Fax: (662) 231 0139 Email: austcent@lexinfo.co.th

#### Host Organisations are expected to

- ensure resources are available for implementation of the Thai Australian Youth Ambassadors assignment as proposed
- support the Australian Youth Ambassador assignment in some form, such as a wage at local salary level and/or accommodation
- be available for review of the Australian Youth Ambassador's assignment during the program

#### Assignment proposals will be assessed according to

- development outcomes identified value for the organisation, community, and/or country
- clear need and rationale why the skill is needed, availability of the skill locally, the development objective
- defined assignment including work program clear objectives and task list, timetable for implementation, supervision or co-staff, resources available
- credibility of organisation well-established, ability to manage projects and/or volunteers
- facilities provided for assignment safe work place and location, ability to support Australian Youth Ambassador, arrangements for accommodation, food, transport, living allowance
- access to assignment location for reasons of safety and support

#### Benefits

Host Organisations will benefit from participation in TAYAP through

- development opportunities inherent in the defined project through application of the specific skill or knowledge of the Youth Ambassador
- new or expanded linkages and establishment of long term networks with individuals, companies, educational and community organisations in Australia and the region

#### Duration

Placement of the Youth Ambassadors will be generally of 5 months, a minimum of 3 and a maximum of 12 months, and will involve work on defined projects in government, local business, educational and community service organisations.

#### How to get involved

If you are interested in becoming a Host Organisation, please complete the enclosed Assignment Proposal Form and fax it to me. I will then contact you to discuss your proposal and to provide you with further information. As the initial deadline for expressions of interest is very tight, I would appreciate it if you could fax me the completed form by COB of 26 March (Fax: 231-0139).

I hope you will be able to take advantage of this opportunity to further expand the good relations between Australia and Thailand, and look forward to working with you to make this program a great success.

If you have any questions, please do not hesitate to contact me, or Khun Thitima Theelek, on 231-0977/8

Yours faithfully,

Peter Burges Director



# On Host Organisations

#### What is the Australian Youth Ambassadors for Development Program?

The Australian Government has allocated \$10 million over the next two years to fund the Australian Youth Ambassadors for Development Program, which will place up to 500 Australians, between the ages of 18 and 30, on development assignments in the Asia-Pacific region. The program will complement existing Australian volunteer programs, yet focus on involving youth from a business or educational background sharing their skills, while building business and community networks and understanding within the region.

Host Organisations can be government, private enterprise or community organisations in the Asia Pacific region who have identified a specific development assignment on which an Australian Youth Ambassador may work. Assignments will be generally of 5 months duration (a minimum of 3 and a maximum of 12 months) Interested potential Host Organisation's should submit an assignment proposal to the Australian Youth Ambassadors Office, on the form provided.

Assignments proposals may also be developed in conjunction with an Australian *Partner Organisation*, companies or organisations in the private sector, educational institutions, government agencies and the community sector. These Partner Organisations may nominate their experienced young staff as Australian Youth Ambassadors to work on the proposed assignment and assist Host Organisations in supporting assignments.

#### What is involved in being a Host Organisation?

Host Organisations are expected to:

- Ensure resources are available for implementation of the Australian Youth Ambassador assignment as proposed.
- Support the Australian Youth Ambassador assignment in some form, such as a wage at local salary level and/or accommodation.
- Be available for review of the Australian Youth Ambassador's assignment during the program.

#### Assignment proposals will be assessed on the following criteria:

- Development outcomes identified value for organisation, community and/or country.
- Relationship to any agreed AusAID country agreement.
- Clear need and rationale why the skill is needed, availability of the skill locally, what is the development objective.
- Defined assignment including work program clear objectives and task list, timetable for implementation, supervision or co-staff, resources available.
- Credibility of organisation well established, ability to manage projects and/or volunteers.
- Facilities provided for assignment safe work place and location, ability to support Australian Youth Ambassador, arrangements for accommodation, food, transport, living allowance.
- Access to assignment location for reasons of safety and support.

#### What does the Program provide?

The Program will generally provide Australian Youth Ambassadors with:

A negotiated assignment with a Host Organisation.

- Pre- and post-assignment training.
- Medical and travel insurance.
- Air travel to the Host Organisation.

Asia

- In-country support.
- Settlement and re-settlement allowances.
- Follow-up debriefing and an alumni association.

#### What countries can be involved in the program?

Countries in the Asia Pacific region currently ODA eligible

| 7 | <u>ia</u>                  | <u>1 a</u> | CITIC                        |
|---|----------------------------|------------|------------------------------|
| - | Bangladesh                 | -          | Cook Islands                 |
| - | Bhutan                     | -          | Fiji                         |
| - | Cambodia                   | -          | Kiribati                     |
| - | China                      | -          | French Polynesia             |
| - | Indonesia                  | -          | Marshall Islands             |
| - | Korea, Democratic Republic | -          | Micronesia, Federated States |
| - | Korea, Republic of         | -          | Nauru                        |
| - | Laos                       | -          | New Caledonia                |
| - | Malaysia                   | -          | Niue                         |
| - | Maldives                   | -          | Northern Marianas            |
| - | Mongolia                   | -          | Palau Islands                |
| - | Nepal                      | -          | Papua New Guinea             |
| - | Philippines                | -          | Samoa                        |
| - | Sri Lanka                  | -          | Solomon Islands              |
| - | Thailand                   | -          | Tokelau                      |
| - | Vietnam                    | -          | Tonga                        |
|   |                            | -          | Tuvalu                       |
|   |                            | -          | Vanuatu                      |
|   |                            |            |                              |

Pacific

#### How do we get involved?

Submit an assignment proposal form, which sets out the information needed from Host Organisations. Available from:

Australian Youth Ambassadors Office GPO Box 588 Canberra ACT 2601 Ph (61 2) 6248 0430, Facsimile (61 2) 6248 0525

Submit assignment proposal forms to:

Ms Nicole Hoffman
IDP Education Australia
GPO Box 2006
CANBERRA ACT 2601
Phone: (61.2) 685 8317 Fax: (61.2)

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# FURTHER INFORMATION FOR HOST ORGANISATIONS

| BACKGROUND                     | In recognising the benefits in providing young Australians with the opportunity to make a positive contribution towards development and in order to strengthen the mutual understanding between Australia and countries in the Asia-Pacific region, the Government of Australia has allocated \$10 million dollars over the next two years to fund the Australian Youth Ambassadors for Development Program.                                                                                                                                                                                                |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SCHEDULE                       | Between February 1999 and February 2000, up to 500 Australian Youth Ambassadors will be placed into volunteer assignments in developing countries in the Asia Pacific Region.                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                | The Australian Youth Ambassadors Program will take place in four rounds (February 1999, August 1999, February 2000 and August 2000). Assignments are required to be for a minimum of three months and a maximum of 12 months with the average assignment expected to last five months.                                                                                                                                                                                                                                                                                                                      |
| SELECTION AND MATCHING PROCESS | The Program will place young Australians aged between 18 to 30 into assignments within developing countries in the Asia-Pacific region.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                | To ensure the success of the Program and that each assignment obtains maximum benefits to the Australian Youth Ambassador, the Host Organisation, the Australian Government and the host government, the selection and matching of Australian Youth Ambassadors with Host Organisations will be a comprehensive process.                                                                                                                                                                                                                                                                                    |
|                                | Through the Australian Youth Ambassadors Office in Australia quality Australian Youth Ambassadors will be selected through an intensive assessment and training process which will commence several months prior to the commencement date of each intake.                                                                                                                                                                                                                                                                                                                                                   |
|                                | Following the selection of Australian Youth Ambassadors, an intensive process of assignment identification and matching will be coordinated through the Australian Youth Ambassadors Office. In order to reduce the risk of in-country complications and early returns, the identification and matching process will ensure that appropriate matches are made between Australian Youth Ambassadors and Host Organisations. This will be based upon the skills and experience of the Australian Youth Ambassador and the requirements of the Host Organisation as specified on the Assignment Proposal Form. |
| MONITORING AND SUPPORT         | Monitoring and support services will be provided to Australian Youth Ambassadors by in-country representatives nominated through the Australian Youth Ambassadors for Development Office.                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                | These services will include arrival and departure arrangements for each Australian Youth Ambassador, monitoring checks which will be made during the assignments, as well as a pre-departure and post program training for Australian Youth Ambassadors, which will be provided by in-country representatives. In addition to this Australian Youth Ambassadors will be provided with an in-country contact person whom they can contact should they require additional assistance or support during the duration of their assignment.                                                                      |
|                                | The in-county contact person will also be available for the host organisation to contact, should any difficulties or problems arise in regard to the Australian Youth Ambassador's assignment.                                                                                                                                                                                                                                                                                                                                                                                                              |

# BENEFITS TO HOST ORGANISATIONS

Assignments will be for a minimum of three months and a maximum of 12 months with the average assignment expected to last five months. This is to ensure that the host organisation benefits from the broadening and deepening of skills provided through Australian Youth Ambassadors.

Other benefits of the Program include

- the sharing of a cultural and professional experience
- the building of networks between youth and sectors of business, education and community organisations through the Asia-Pacific region, including Australia
- the creation of understanding and goodwill between Australian youth and the people of the Asia-Pacific region.

#### REQUREMENTS HOST ORGANISATIONS

OF

Host organisations are encouraged to identify assignments that are driven by development needs. Assignments should also be consistent with the objectives of country aid programs.

In addition Host Organisations should ensure that the following requirements are met and that they are able to:

- Identify a need and tasks for potential Australian Youth Ambassador placements
- Provide Australian Youth Ambassadors with a monthly living allowance (in-line with the local award wage) at a level agreed to between the Host Organisation and the Australian Youth Ambassadors for Development Office
- Provide Australian Youth Ambassadors with such appropriate accommodation as
  the circumstances permit at appropriate places to perform their duties or provide
  an accommodation allowance to Australian Youth Ambassador, should
  accommodation facilities not be available
- Provide Australian Youth Ambassadors with supervision, equipment and facilities to enable them to perform the duties required of them during their placements

# TO BECOME A HOST ORGANISATION

Organisations interested in becoming involved in the Australian Youth Ambassador for Development program are required submit an assignment proposal form to on of either the following:

- ⇒ Local in-country IDP Representative
- ⇒ IDP Education Australia 1 Geils Court DEAKIN ACT 2600

Telephone: 61-2-6285 8222 Fax: 61-2-6282 3553

⇒ Australian Youth Ambassador for Development Office GPO Box 588 CANBERRA ACT 2601 AUSTRALIA

Telephone: 61-2-6248 0430 Fax: 61-2-6248 0525

Applications for the February 1999 Intake should be received no later than 11 December 1998 and no later than 24 February 1999 for the August 1999 Intake.

Please note that assignment proposals may be developed in conjunction with an Australian *PartnerOrganisation*. The Partner Organisation may nominate its experienced young staff as an Australian Youth Ambassador to work on the proposed assignment and/or to assist other host organisations in supporting assignments.



# Assignment Proposal Form

If you would like to register your request for an Australian Youth Ambassador volunteer please complete this form and return it by fax or mail to:

IDP's in-country representative's address:

or Ms Nicole Hoffmann GPO Box 2006 Canberra ACT 2601 Ph (61 2) 6285 8222 Fax (61 2) 6285 3553

To be returned: as soon possible (by <u>Wednesday 24 March 1999</u> at the latest) If more space is required, please attach information to the form.

| 1. Host Organisation D                                      | etails:                                                                 |
|-------------------------------------------------------------|-------------------------------------------------------------------------|
| Name of Organisation:                                       |                                                                         |
|                                                             |                                                                         |
|                                                             |                                                                         |
|                                                             |                                                                         |
| Contact Name:                                               | Position:                                                               |
| Phone:                                                      | Fax:                                                                    |
| Email:                                                      |                                                                         |
| volunteers):                                                | s activities (management structure and purpose, experience in hosting   |
|                                                             |                                                                         |
|                                                             |                                                                         |
|                                                             |                                                                         |
|                                                             |                                                                         |
|                                                             |                                                                         |
| Is this a joint proposal with a If Yes please give details: | ny other organisation ie Australian Partner Organisation? Yes / No      |
| Name of organisation:                                       |                                                                         |
| Address:                                                    |                                                                         |
| Contact Name:                                               | Position:                                                               |
| Phone:                                                      | Fax:                                                                    |
| Email:                                                      |                                                                         |
|                                                             |                                                                         |
| Number of Australian Youth                                  | Ambassadors Required (Max 2. Please complete separate forms for each    |
| assignment):                                                |                                                                         |
|                                                             | Youth Ambassador Nomination in mind? If yes please give details: Yes/No |

| 2. Proposed Australian Youth Ambassador Assignment:          |
|--------------------------------------------------------------|
| 2. Proposed Australian Youth Ambassador Assignment:          |
| 2.1 Position Title:                                          |
| 2.2 Purpose of the position:                                 |
|                                                              |
|                                                              |
|                                                              |
|                                                              |
|                                                              |
| 2.3 Major duties and responsibilities:                       |
|                                                              |
|                                                              |
|                                                              |
|                                                              |
| 2.4 Qualifications required:                                 |
|                                                              |
| ······································                       |
|                                                              |
|                                                              |
| 2.5 Skills and experience required:                          |
|                                                              |
|                                                              |
|                                                              |
|                                                              |
|                                                              |
|                                                              |
| 2.6 What is the Development Need on this project?            |
|                                                              |
|                                                              |
|                                                              |
|                                                              |
|                                                              |
| 2.7 How was the need Identified?                             |
|                                                              |
|                                                              |
| 2.8 Is this assignment part of a new or existing project?    |
|                                                              |
| 2.9 What sector is the assignment apart of? Please indicate: |
|                                                              |

Duration of Assignment (5 months preferred, Maximum 12 months):

| Agriculture $\square$                                                                                                                                                                     | Health           |          | Rural Development                                            |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------|--------------------------------------------------------------|--|
| Infrastructure $\Box$                                                                                                                                                                     | Government       |          | Other                                                        |  |
| 2.10 Assignment Outcomes (What do you hope is achieved by the end of this assignment?)                                                                                                    |                  |          |                                                              |  |
|                                                                                                                                                                                           |                  |          |                                                              |  |
|                                                                                                                                                                                           |                  |          |                                                              |  |
|                                                                                                                                                                                           |                  |          |                                                              |  |
|                                                                                                                                                                                           |                  |          |                                                              |  |
|                                                                                                                                                                                           |                  |          |                                                              |  |
|                                                                                                                                                                                           |                  |          |                                                              |  |
| 2.11 Resources (Wh                                                                                                                                                                        | at resources ie  | equipm   | ent, transport and travel during the assignment are required |  |
| for this assignment?                                                                                                                                                                      | ):               |          |                                                              |  |
|                                                                                                                                                                                           |                  |          |                                                              |  |
|                                                                                                                                                                                           |                  |          |                                                              |  |
|                                                                                                                                                                                           |                  |          |                                                              |  |
|                                                                                                                                                                                           |                  |          |                                                              |  |
| 2.12 What resources                                                                                                                                                                       | will you provi   | de?      |                                                              |  |
|                                                                                                                                                                                           |                  |          |                                                              |  |
|                                                                                                                                                                                           |                  |          |                                                              |  |
| 2.13 Staff of Organi                                                                                                                                                                      | sation           |          |                                                              |  |
|                                                                                                                                                                                           |                  | or       |                                                              |  |
| ,                                                                                                                                                                                         | •                |          | cational background, technical experience and position):     |  |
|                                                                                                                                                                                           |                  |          |                                                              |  |
|                                                                                                                                                                                           |                  |          |                                                              |  |
|                                                                                                                                                                                           |                  |          |                                                              |  |
|                                                                                                                                                                                           |                  |          |                                                              |  |
| 3. Personal Qu                                                                                                                                                                            | alities          |          |                                                              |  |
|                                                                                                                                                                                           |                  |          |                                                              |  |
| 3.1 Please detail any requirements or preferences you may have concerning personal qualities of the candidate, including age, gender, religion. Please give reasons for your preferences: |                  |          |                                                              |  |
|                                                                                                                                                                                           | age, gender, re  |          |                                                              |  |
|                                                                                                                                                                                           |                  |          |                                                              |  |
|                                                                                                                                                                                           |                  |          |                                                              |  |
| 3.2 What is the mai                                                                                                                                                                       | n language use   | d in the | workplace?                                                   |  |
| 3.3 Will a volunteer                                                                                                                                                                      |                  |          |                                                              |  |
|                                                                                                                                                                                           |                  |          |                                                              |  |
|                                                                                                                                                                                           |                  |          |                                                              |  |
| 4. Conditions                                                                                                                                                                             | of Employmen     | ıt       |                                                              |  |
|                                                                                                                                                                                           |                  |          |                                                              |  |
| 4.1 Address and loc                                                                                                                                                                       | cation of assign | ment: .  |                                                              |  |

| 4.2 Estimated Living Allowance per month: Local Currency= \$AUS                                                                                                              |  |  |  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| 4.3 Is local tax payable? □ Y □ N                                                                                                                                            |  |  |  |  |
| 4.4 Who is to pay the Living Allowance? (eg Host Organisation, Partner Organisation, Other):                                                                                 |  |  |  |  |
| 4.5 What are the conditions of employment for the position?                                                                                                                  |  |  |  |  |
| 4.5.1 Work hours                                                                                                                                                             |  |  |  |  |
| 4.5.2 Annual leave                                                                                                                                                           |  |  |  |  |
| 4.5.3 Sick leave                                                                                                                                                             |  |  |  |  |
| 4.5.4 Workers compensation if injured at work                                                                                                                                |  |  |  |  |
| 4.5.5 Other                                                                                                                                                                  |  |  |  |  |
|                                                                                                                                                                              |  |  |  |  |
|                                                                                                                                                                              |  |  |  |  |
| 4.6 Can you provide details of accommodation, Facilities and any other services to be provided:                                                                              |  |  |  |  |
| Electricity  Gas  Water  Mosquito Net  Security                                                                                                                              |  |  |  |  |
| Other                                                                                                                                                                        |  |  |  |  |
| 4.7. Who will appoin a common detical (Heat Opposite Detaction Detaction Option)                                                                                             |  |  |  |  |
| 4.7 Who will provide accommodation (Host Organisation, Partner Organisations, Other):                                                                                        |  |  |  |  |
| 4.8 Will the accommodation be shared: □ Y □ N                                                                                                                                |  |  |  |  |
| 4.8 Will the accommodation be shared:                                                                                                                                        |  |  |  |  |
| 4.9 If yes, how many people in the house / apartment?                                                                                                                        |  |  |  |  |
| 5. Further Approval                                                                                                                                                          |  |  |  |  |
| 5.1 Please describe any further approvals required before this position can be filled (eg from Public Service Commission, other government department or organisation head): |  |  |  |  |
|                                                                                                                                                                              |  |  |  |  |
| 5.2 Margaritis for the large Name of the body of fact this position?                                                                                                         |  |  |  |  |
| 5.2 Has specific funding been allocated to budget for this position?                                                                                                         |  |  |  |  |
| 5.3 AmountLocal Currency                                                                                                                                                     |  |  |  |  |
| 6. Authorisation                                                                                                                                                             |  |  |  |  |
|                                                                                                                                                                              |  |  |  |  |
| 6.1 Name of the person authorised to complete this proposal:                                                                                                                 |  |  |  |  |
| Position:                                                                                                                                                                    |  |  |  |  |
| Signature: Date;                                                                                                                                                             |  |  |  |  |
|                                                                                                                                                                              |  |  |  |  |
|                                                                                                                                                                              |  |  |  |  |
|                                                                                                                                                                              |  |  |  |  |