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| **REVIEW OF THE A.S. Hornby Educational Trust (ASHET) SCHOLARSHIP SCHEME** |

ASHET has since 1970 offered scholarships at MA level in ELT in UK universities as a central pillar of its charitable activity, with a spend of approximately £350K per annum. The current provision is for approximately ten scholars per year taking a 12-month MA in one UK university. The scholarships are for teachers from low income countries and marginalised contexts who are likely to play a key role in developing ELT in their countries/contexts. We wish to identify ways to develop the scheme so that it reaches the target group more effectively and has greater impact on teacher development, and on ELT in schools and classrooms in institutions of all kinds.

In addressing these particular issues, we wish to review the scholarship scheme as a whole, consider how the current approach can adapt to recent developments in English Language Teacher Education (ELTE), and meet the requirements of our mission in a changing world. We are looking for a detailed framing of current and emerging ways in which we can use scholarships as an effective part of our charitable activity, in line with the values set out in Section 2 below.

 We envisage a desk-based review of approximately 10 days, carried out by a consultant with experience and expertise in the area of masters level ELTE programmes, particularly in relation to marketing and recruitment in low-income countries and marginalised contexts. The review should deliver a written report and the consultant should be available to present this to ASHET Trustees if required.

Specific terms of reference (TORs) for review of the ASHET scholarship scheme

1. To undertake a desk-based review of currently available MA-level courses in ELTE world-wide in order to identify
	1. Ways the current scheme could be diversified to include, for example: i) online courses; ii) part-time courses, and iii) courses outside the UK.
	2. Measures and procedures for identifying suitable course providers (FT /PT; online; distance study) in ELT.
	3. Administrative challenges and costs (course fees; living costs) of setting up and managing the different options.
2. To provide a written report to ASHET trustees by 6 December 2019.
3. To attend a meeting of ASHET Trustees to present and discuss proposals in early 2020.

Criteria for evaluating applications to undertake this review:

1. knowledge of the global English Language Teacher Education (ELTE) sector; (Weighting: 40%)
2. experience of scoping, planning and completing reviews and consultancy in this or related fields; (Weighting: 40%)
3. Cost (Weighting: 20%)

Expressions of Interest, with CV, summary of relevant experience, including details of any involvement with ASHET, approach to the task, and costings, by **4 October 2019** to Maria Graczyk at Maria.Graczyk@britishcouncil.org

We may wish to explore proposals further in an online conference in October.

For further information, please contact Richard Kiely, ASHET Trustee – rkiely47@gmail.com

**A.S. Hornby Trust - Background information**

**Website:** [**http://www.hornby-trust.org.uk/home**](http://www.hornby-trust.org.uk/home)

**1. Origin, objectives and priorities**

* 1. Origin. The A.S.Hornby Educational Trust was established through a Deed executed by A.S.Hornby (ASH) on 17th November, 1961 and registered (Reg. No. 313394) with the Charity Commission on 3rd July 1962. The Deed specifies (Clause 3) that:

”The objects of the A.S. Hornby Educational Trust are exclusively charitable and subject thereto are the advancement of the study of English Language and the teaching and Learning of English as a Foreign Language in such manner and by such means as the Trustees shall from time to time think fit and in particular by providing scholarships and grants to be called “ the Hornby Scholarships “ to enable foreign and commonwealth teachers to come to the United Kingdom and there to study the English Language.”

* 1. Objectives. In accordance with the objects defined in ASH’s original Deed, the charitable objects of the Trust are specified on the Charity Commission’s website as:

“The advancement of the study of English as a foreign language and the teaching of English as a foreign language.”

* 1. Priorities. In accordance with ASH’s expressed wish, regarding the financial proceeds from sales of his dictionaries, to 'have the money used for education and go back to the countries from which it comes', we mainly (though not exclusively) focus on improvement of English learning and teaching within public education in low- and lower-middle-income countries.

**2. Impact and public benefit**

2.1 Numerous studies have investigated, assessed and documented the impact of the teaching and learning of English as a foreign language, on both individuals and their communities.

Evaluations of the Trust’s various activities in support of the advancement of the teaching and learning of English as a foreign language confirm that they achieve the above and related impacts in differing combinations, and to differing degrees, appropriate to the nature of the particular activity. Mindful that the Trust’s Annual Reports to the Charity Commission are already compliant with the Commission’s requirements and guidelines regarding public benefit reporting, the Trust will nevertheless continue to explore cost-effective methods for further increasing the effectiveness of its impact reporting, and include the results in future Annual Reports as appropriate.

* 1. In all its activity, the Trust would wish to avoid, and actively counteract wherever possible, the forms of potential negative impact that have been documented as sometimes resulting from the application of uncritical or inappropriate frameworks or practices for teaching of English as a foreign language. Examples include, but are not restricted to, consequences such as:
		+ Inappropriate adoption of English language teaching methods, materials and assessment practices developed outside the contexts concerned, reinforcing dependence on producer countries' expertise;
		+ Reduced educational benefits resulting from cognitive overload on non-first language learners (especially if, as in many parts of the world, they are growing up having to learn more than one language already e.g. their local language/dialect and a national language other than English);
* Lowering of teaching standards in subjects other than English (e.g. through a diversion of resources in favour of English, or pedagogic overload on non-first language teachers of English or other subjects);
* Creation or reinforcement of new dimensions of educational, economic, political, social or cultural disadvantage and inequality (e.g. where English becomes a barrier to access, participation and mobility – rather than a driver of opportunity);
* Dilution or de-legitimisation of local/national indigenous languages and cultures through reinforcement of misperceptions of the ‘superiority’ of English language and culture.