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| Australia Awards Myanmar | |
| Development Impact Plan for study commencing in 2024 This Development Impact Plan (DIP) records how Australia Awards Scholarship applicants plan to contribute to development when they return from studies in Australia. It is a mandatory document for Australia Awards application and must be submitted in OASIS before the Scholarship application deadline.  The DIP is taken into account in the selection process. DIP will be assessed based on how well it links the proposed area of study with the plan/task, how it addresses a development need/priority in Myanmar.  The purpose of the DIP is to help scholars establish a link between their professional requirements (human resource gaps), the course of study in Australia and development priorities of Myanmar. The DIP seeks to articulate practical and realistic tasks showing how Australia Awards applicants plan to apply the skills and knowledge gained from your studies in Australia. Applicants will also need to highlight the possible constraints and the resources that they may need to implement the tasks they have identified to demonstrate their feasibility.  The DIP will be updated at various points in the Scholarship cycle (at the Pre-Departure Briefing, Return Home Workshop and Professional Development Workshop) and will be one of the sources for Australia Awards reporting and analysis.  ***Please do not fill out by hand: type your answers in the boxes provided – they will expand to give you more room if necessary.*** |

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| 1. Applicant details | |
| Personal details | |
| Full name |  |
| Date of birth *(dd/mm/yyyy)* |  |
| Gender *(female/male/other)* |  |
| Telephone contact number(s) |  |
| Primary email address |  |
| Province and city |  |
| **Employment details** (\**complete only is currently employed)* | |
| Employer\* |  |
| Current position (full title)\* |  |
| Do you have a confirmed job to return to? |  |

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| 1. Development Impact |
| To help you think about your development impact upon return, this section asks you to identify where you think you will make the most contribution to Myanmar’s development. You also need to think about the skills and knowledge areas that you want to develop as part of your Australia Awards Scholarship. This will guide you in selecting your degree program and courses. |
| 2.1 Please identify which sector/s you intend to work within upon completion of your Scholarship  Education  Human Resource Development  Trade and private sector development  Rule of Law and Governance  Environment and national Resources  Gender equality, Social inclusion and human rights  Public Health  Other, *please specify*: |
| 2.1 Please identify knowledge and skills that you will develop during your Scholarship (for example, economic analysis, succession planning, people management, research): |
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| 1. Planning your reintegration |
| Thinking about the future, after completion of your studies, how will you contribute towards Myanmar’s development? |
| 3.1 How will you contribute to the sector(s) you have identified in 2.1 above?  by re-joining the same organisation after return  by re-joining the same sector/field of work after return  by conducting research in the sector/field after return  Any other, *please specify*: |
| 3.2 List up to three practical and measurable tasks showing how you plan to use the skills and knowledge obtained from your studies in Australia. This task can be personal and/or professional. Please identify constraints that are likely to face in performing this task, the resources you will require to succeed, and the sub-tasks/steps that you will undertake.  *Refer to table on next page* |

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| 3. Planning your reintegration *(continued)* | | | |
|  | Task | Constraints | Resources Required |
| *Example* | *Develop teaching materials for people with disability:*   * *Identify disability/ disabilities to be targeted for example hearing impairment, blindness.* * *Identify grade level.* * *Research on existing materials in the country/other countries with similar contexts as Myanmar.* | *Low level of awareness in the public school system regarding inclusive education.*  *Low level of knowledge among teachers regarding inclusivity* | *Authorisation from key stakeholders and decision makers to adopt or use materials.* |
| *Task 1* |  |  |  |
| *Task 2* |  |  |  |
| *Task 3* |  |  |  |