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| Australia Awards Myanmar | |
| Development Impact Plan for study commencing in 2026 |
| This Development Impact Plan (DIP) records how Australia Awards Scholarship applicants plan to contribute to development when they return from studies in Australia. The DIP is a mandatory document for all Australia Awards Scholarship applicants.  The DIP is taken into account during the selection process. Each 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. A strong DIP is detailed, has been well thought through, and provides greater depth to what applicants have written in other parts of their application.  The purpose of the DIP is to help applicants establish a link between their professional requirements (human resource gaps) their preferred course of study in Australia and development priorities of Myanmar. The DIP is designed to help applicants think about the skills and knowledge they need to gain to achieve their short and long-term career goals and how these goals can help address key development challenges in Myanmar. The DIP asks applicants to articulate practical and realistic examples of how they plan to apply the skills and knowledge gained from their studies in Australia within their organisation or sector, what resources they will need to achieve the tasks, and the constraints they may face.  The DIP will be updated at various points in the Australia Awards 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 submit an electronic version of this document and do not complete 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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| 2. 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 Australia Awards Scholarship.  *Identify the sector/s that you intend to work with after you return from your studies in Australia. Many alumni work across multiple sectors so please note as many that are relevant to you.*  Education  Public Health  Human Rights and Democratic Governance  Gender Equality, Social Inclusion and Development  Environment and National Resources  Economic Development  Other, *please specify*: |
| 2.2 Please identify knowledge and skills that you will develop during your Australia Awards Scholarship  *For example, economic analysis, succession planning, people management, research. Think about the skills and knowledge that you wish to gain from your studies. It may be helpful to write a list. Include these in your response to this question. Your response may include both technical skills (for example, curriculum development, epidemiology or statistical analysis) and personal competencies (for example, leadership, public speaking, or critical thinking. Identify as many as you can.* |
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| 3. 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 In the table below, 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. Elsewhere in the application you are asked to provide examples of how you will use the skills and knowledge gained during your Award when you return to Myanmar. You can use this as a basis for completing this section or include different examples.*  **Task:** Think about how you can use your skills in ways that are *practical* and *realistic*, and that would contribute to development challenges in your sector. Think about what you want to achieve (the task) and the steps you will need to take to realise your task. Both your task and the steps required should be articulated in detail.  **Constraints**: Spend time thinking about the constraints you may face in achieving your goals. These may be organisational, sectoral, environmental, political or physical. Again, details are important.  **Resources Required:** Finally, what resources will you need to achieve your goal? What organisations will you need to work with? Will you need physical resources? Financial? And from where would this come? Be as specific as possible.  **A detailed response to this section shows that you understand the key challenges in your sector and that you know how you can contribute in ways that are practical and realistic.** | | | |
|  | 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* |  |  |  | |