



Australia Awards

Australia Awards Myanmar

Short Course Handbook

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Document information

Version history

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Abbreviations and acronyms

Term	Meaning
ADIS	Australia Development Impact Survey
AQF	Australian Qualifications Framework
AUD	Australian dollar
AAM	Australia Awards Myanmar
CPPA	Course Provider Performance Assessment
DFAT	Department of Foreign Affairs and Trade (Australia)
GEDSI	Gender equality, disability and social inclusion
GP	General Practitioner
GST	Goods and services tax
IT	Information technology
LGBTQI	Lesbian, gay, bisexual, transgender, queer or questioning, and intersex
MEL	Monitoring, evaluation and learning
RFT	Request for Tender
TBC	To be confirmed
PDB	Pre-Departure Briefing

1 Introduction

1.1 Background

Australia Awards are provided to build the skills and knowledge of individuals so that they can contribute to their country's development, and to support the ongoing development of links between Australia and the countries to which it provides aid.

Australia Awards Myanmar supports development through enhancing human development, contributing to private sector growth and promoting conditions for peace and stability.

Through ensuring a positive study experience in Australia and investing in alumni engagement, DFAT is also aiming to enhance positive and productive relationships with Australia – and strengthen Australia's reputation as an education destination. The end of program outcomes are:

- alumni use their skills, knowledge and networks to contribute to Myanmar's sustainable development
- alumni contribute to cooperation between Australia and Myanmar.

Australia Awards Myanmar Short Courses offer the next generation of Myanmar leaders an opportunity to undertake short-term study, research and professional development in support of development. They are structured in three components:

- Component 1: Pre-course Preparatory workshop (usually online)
- Component 2: Short Course (in-person, typically over 2-3 weeks)
- Component 3: Post-course Workshop (preferably in-person, at least 3 months after the main course)

The Pre-course Preparatory workshop will be usually held online, and the main course and post-course workshop will preferably be delivered in-person. The delivery mode and location of each Short Course component will be specified in the individual Request for Tender (RFT) documentation.

1.1.1 Information about the Myanmar country context

IMPORTANT

The Australian Government currently lists Myanmar as a [Do Not Travel](#) country due to the dangerous security situation and the threat of civil unrest and armed conflict. Australian providers delivering Australia Awards Myanmar Short Course activities are therefore **not required to travel to Myanmar**.

For Australia Awards Myanmar, all in-person components are delivered in Thailand, unless otherwise specified in the RFT documents. All online components are delivered remotely by the provider's delivery team, with participants attending online from Myanmar. Australia Awards Myanmar Short Courses currently do not include in-person components in Australia.

Information about the location and delivery mode of provide inputs is provided in the Request for Tender (RFT) document for each Short Course.

1.2 Purposes

This Handbook provides guidance for Australia Awards Myanmar Short Course Providers to meet the goals and objectives of the Program.

NOTE: Sections of this Handbook are only relevant to Short Courses where key course components (Component 2 and 3) are being delivered in-person (including in partnership with a local organisation).

A brief section providing good practice guidance on Short Courses delivered online is provided in Section 17.

The Short Course Handbook is a living document and will be updated to reflect new initiatives and policy changes.

2 Pre-Course Preparatory Activities (Component 1)

2.1 Purpose and content of this section

This section details the standard, key activities that are undertaken before the key components (Component 2 and 3) commence. It is important to note that additional pre-course activities may be specified for individual Short Courses.

2.2 Application process

The Program will develop an Application Form, Course Brochure, and email text to advertise this short course to alumni and candidates.

The Program Coordinator will prepare the spreadsheet for eligibility checking and may involve the Course Provider in assessment and scoring of the eligible applications to assist with shortlisting.

2.3 Participant Needs Assessment

Course Providers may be required to conduct a Participant Needs Assessment to identify any specific participant needs in advance of the Short Course and to assist with contextualising the course content according to the cohort's needs. This is conducted prior to the Pre-course Preparatory Workshop (Component 1), via an online survey, developed by the Provider.

2.4 Pre- and post-course tests

Course Providers are required to administer a pre- and post-course test to measure each participant's knowledge acquisition.

The pre-course test is administered during the Pre-course Preparatory Workshop. Pre-Course test results are included in the Progress Report (Component 1). The Post-Course test is administered at the end of the Post-course Workshop (Component 3). The Post-Course test results, together with a brief analysis of changes to the scores are included in the Completion Report.

2.5 Return to Work Plan – identifying the topic

All Australia Awards Myanmar Short Course participants must complete a Return-to-Work Plan (RWP). The RWP is designed to focus each participant (and their immediate supervisor, as appropriate and specified in the RFT document) on the outcomes of the Short Course and to encourage integration of the learning outcomes within the workplace. RWPs are initiated as part of the Pre-course Online Workshop under the guidance of the Course Provider. RWPs typically include a project or set of activities that the participant is able to implement within the workplace (with support from their supervisor, as appropriate and specified in the RFT document).

A RWP Workbook template and Guidebook will be provided via Australia Awards Myanmar website. Providers are strongly encouraged to contextualise these documents to meet the specific needs of the Short Course and the participant cohort.

2.6 Course Outline

The Course Outline provides participants with a daily overview of all Short Course sessions, including formal networking sessions, social and/or recreational opportunities as required. The outline should be considered as a 'living' document to be reviewed and refined in response to participants' needs or changing circumstances.

2.7 Pre-departure briefing booklet

Course Providers must prepare a Pre-departure Briefing (PDB) booklet containing logistical and cultural information to prepare participants for travel to (and from) Myanmar and Thailand and to facilitate their integration during the key course components (Components 2 and 3).

The Australia Awards Myanmar Short Course Team will conduct a Pre-Departure briefing with Short Course participants to provide program level information, finalise travel arrangements, and address any questions emerging from the PDB.

3 Allowances and travel

3.1 Purpose of this section

Australia Awards Short Courses are funded by the Australian Government through DFAT. Allowances for participants are based on Australia Awards Myanmar Short Course guidelines and limits, and restrictions are set on what is paid. This section clarifies payment responsibilities and sets amounts to be paid.

3.2 Visas, international travel and home-to-international-airport costs

The Provider is responsible for arranging travel for all Myanmar participants to Thailand. This includes arranging relevant support letters as specified by the program, and the booking and payments of participant's international travel. All participant travel costs must be included in the financial proposal. At the moment, Myanmar citizens do not require visa to enter Thailand for stays of 14 days or less.

3.3 Participants' allowances for in-person components

All Participants are paid an allowance (per diem) of up to **AUD 162 per day** during their time in attending in-person components in Thailand (or other host country, as specified in the RFT).

Per diem calculation split per meals

Meals	AUD
Breakfast	\$31.00
Lunch	\$43.00
Dinner	\$60.00
Incidentals	\$28.00
TOTAL (AUD)	\$162.00

Total per diem amount payable to participant

The total allowance is calculated on the basis of: '*number of nights in Thailand plus one*' (to allow for return travel). The per diem covers meals not provided by the Course Provider (see below), incidentals, phone calls, etc. No additional allowances will be provided.

The exact amount of the per diem allowance depends on whether some meals are already provided (e.g. breakfast by the accommodation provider or lunch at the training venue). When meals are provided, the standard rate is adjusted as follows:

- Breakfast provided: Deduct \$31 from the allowance
- Lunch provided: Deduct \$43 from the allowance
- Dinner provided: Deduct \$60 from the allowance.

Ideally, participants should be provided with lunch during course delivery and make their own arrangements for breakfast and dinner and on weekends.

Participants should be advised of the per diem amount and the frequency of payment, but not the calculation method.

Pre Diem payment process

Allowances can be paid by the Course Provider through a cash card. The current process of payment process is that the Course Provider will provide the participants with a secure bank cash card (MasterCard Debit card) containing their total calculated per diem. Participants may use this card at any ATM to withdraw cash, or use it as direct payment for purchases. This will automatically convert to the currency of the country participants are currently in.

4 Accommodation

4.1 Purpose of this section

This section details the policy on the standard of accommodation provided for Short Course Participants. If a Course Provider wishes to deviate from this policy or is unable to meet the standards (due to course location, for example), the matter must be discussed with the Australia Awards Myanmar Short Course team during contract negotiations.

4.2 Standard and type of accommodation in Thailand

The standard of accommodation is as follows:

- Twin shared room, with own bathroom
- four-star rated wherever available and within budget

4.3 Location of accommodation

Course Providers must exercise judgement when choosing the location of accommodation in Thailand. Accommodation should be in the same location as the workshop venue. Factors to be considered include:

- accessibility for people with disability
- distance to site visits in or main location in Thailand
- proximity to city centre, shops, public transport, public facilities and food outlets.

Course Providers should ensure the accommodation venue supplies information to participants about any venue-specific rules, policies and procedures; the range of accommodation services; and surrounding facilities. This should include:

- fire and emergency evacuation procedures (including personal costs incurred in the event of an alarm being activated)
- use of shared hotel facilities (e.g. fitness centres)
- location of nearby shops and public facilities
- acceptable cultural behaviour
- safety and security
- rules on smoking

Participants are responsible for all incidentals incurred at the hotel, including laundry, entertainment and room service bills. Participants must pay for these expenses at check-out with their own funds. The Course Provider and accommodation provider must communicate this requirement clearly to participants in the Pre-departure Briefing (PDB) booklet.

5 Travel and health insurance

5.1 Purpose of this section

This section provides guidance to Course Providers on participants' health insurance requirements. AAM is required to implement consistent policy arrangements across Short Courses and to ensure adherence to the host country's immigration requirements.

Section 6 of this Handbook deals with medical treatment assistance and outlines the level of service required from Course Providers to support any participant requiring medical attention in Thailand.

5.2 Short Courses held in Thailand

When a Short Course is delivered in Thailand, Course Providers will be advised of the relevant visa and insurance arrangements as part of the contract negotiation process.

6 Medical treatment assistance

6.1 Purpose of this section

This section outlines the Program's expectations of the level of support Course Providers must provide to facilitate participants' medical treatment. It should be read in conjunction with Section 5 on health insurance.

6.2 Background

Factors which Course Providers need to consider when determining the appropriate level of support to provide in facilitating health care service provision include:

- Thailand has a high reputation for quality health care and participants may understandably want to take advantage of Thailand health service.
- The Palladium health insurance policy excludes coverage for pre-existing medical conditions.

6.3 Welfare Officers

All Course Providers must have at least one Welfare Officer as part of their delivery team. On Australia Awards Myanmar, it is best practice to have **two Welfare Officers**, one from Myanmar to manage Myanmar specific issues and participant wellbeing and the other from the host country (Thailand) to manage any country-specific supports, including emergency and health services which may require a native Thai speaker. The Welfare Officers are the key person involved in supporting participants who require pastoral care, including but not limited to, medical, wellbeing, or emergency assistance.

The Welfare Officers are required to:

- make arrangements for any participant who is unwell to attend a general practice, psychological services, or a suitable clinic or hospital
- attend the clinic with the participant, acting as interpreter (if requested by the participant)
- explain the payment system and health insurance coverage applicable to the participant
- assist the participant to purchase prescribed medication from a local pharmacy
- ensure the participant fully understands the dosage and frequency of any medication
- support and monitor the participant while they are ill or under treatment
- keep the Course Coordinator informed of the situation, while maintaining participant privacy.

If the participant requiring medical assistance is of the opposite gender to the Welfare Officers, it may be appropriate to have another course participant or delivery team member of the participant's gender attend the appointment as well.

6.4 Record-keeping and reporting

The Welfare Officers must keep a written record of any health-related issues or medical assistance provided to participants. The Welfare Officers must report any serious illness, accident or hospital admission to the Course Coordinator as soon as possible (and definitely within 24 hours), via phone or email. The Course Coordinator must advise the Australia Awards Myanmar Short Course team as soon as possible and within a maximum of 24 hours.

7 Staffing

7.1 Purpose of this section

This section outlines staffing requirements for Course Providers to effectively deliver quality Short Courses and provides Terms of Reference for core delivery personnel.

7.2 Summary of staffing requirements

Summary of Mandatory Staff

The **minimum** staff requirements are:

- Course Designer: leads the design of the Short Course (may also be the Course Leader)
- Course Leader: leads the delivery team and is the primary technical facilitator
- Gender Equality, Disability and Social Inclusion (GEDSI) Specialist: leads the development and integration of GEDSI within course design and delivery.
- Course Coordinator: manages administration, logistics, program scheduling (also assumes responsibility to work closely with the Welfare Officers)
- Myanmar subject matter expert/s: provide advisory inputs to course design and/or be involved in the facilitation of the course to ensure course delivery is tailored to the local context in Myanmar. These staff may be based in Myanmar or Thailand.

Summary of Ancillary Staff

Tenderers are requested to check the RFT on whether the below staff are required to be included in the tender.

- Two Welfare Officers: preferably female positions that support participants' welfare, health and recreation needs: one to support with Myanmar issues and the other for Thailand issues
- Consecutive interpreter/s must attend all sessions if required (may be one or two interpreters, depending on the English language competence of the cohort).

7.3 Course Leader

Responsibilities

- leads the Short Course on behalf of the Course Provider and ensures the course is delivered according to the Scope of Services

- manages the delivery of a flexible and experiential program of teaching, learning and site visits in accordance with the participant profiles and Short Course requirements
- manages all support staff involved in course delivery (e.g. Course Coordinator, Interpreters, Translators, etc.)
- conducts course sessions, supervises and coordinates inputs from other presenters and organisations, and makes final decisions about the Course Program to ensure the course is able to adapt to participant profiles
- ensures participants' experiences are structured and analysed so they relate to the home country situation and their individual work requirements, and are linked to course objectives and learning outcomes
- leads the assessment and M&E of participants during course delivery and the subsequent compilation of Program reports.

Qualifications and experience

- Relevant qualifications in the subject matter of the course being delivered
- Expertise in the subject matter of the course being delivered
- Experience in leading Short Course delivery to international students
- Experience in project management/administration highly desirable.

7.4 GEDSI Specialist

Responsibilities

- works with the Course Leader and Course Designers to incorporate GEDSI into course design and delivery
- leads the development and delivery of specialist GEDSI sessions
- liaises with specialist presenters to ensure GEDSI is included appropriately in session content / site visit presentations
- supports participants to incorporate GEDSI into their Return-to-Work Plans in ways that are practical and contextually localised.

Qualifications and experience

- Relevant qualifications in GEDSI, international development, education, social work, and/or humanities
- Expertise in gender equality, disability and social inclusion within an international development context
- Application of GEDSI learning approaches within adult learning / executive training activities
- knowledge and understanding of GEDSI issues as they relate to the subject matter of the Short Course within Myanmar.

7.5 Course Coordinator

Please note – this Terms of Reference may vary depending on the RFT requirements. Please refer to the 'Split of Roles and Responsibilities between the Provider and the Program' in the RFT to inform the scope of input required for this position, i.e.; if the Program has taken on the

responsibility of booking and managing participant travel to Thailand, then less preparatory inputs will be required for the Course Coordinator.

Responsibilities

- Is the principal point of contact between the Course Provider and the Program and is responsible for quality assuring all deliverables prior to submission to the Program
- works with the Course Leader to coordinate the successful preparation of the course content including pre-departure materials and an orientation program, and the arrival and return to their home country of participants,
- organises and liaises with service providers and the Program to ensure appropriate provision of transport, accommodation, site visits, recreational activities and training venues for Participants for the duration of their stay in Thailand
- acts as key liaison point for participants on all administrative and logistical issues, including course provision and pastoral care services
- coordinates all financial administration tasks, including payment of per diems, service provider invoices, etc., and keeping accurate financial records (as required)
- provides administration support to the course design and delivery teams
- attends all course delivery components in-person
- reports all welfare and critical incidents to the Program in a timely manner, including collating relevant information from the provider staff (Course Leader, Welfare Officers etc) and ongoing monitoring and reporting on the situation

Qualifications and experience

- Qualification in administration or other relevant field is highly preferable
- High level administration/coordination experience
- Excellent interpersonal communication skills
- Experience in education administration, particularly Australia Award Short Courses, is highly preferable
- Experience working with international beneficiaries is highly preferable.

7.6 Myanmar Subject Matter Expert/s

Responsibilities

- Review and advise on the course design and content to ensure the subject matter is relevant, suitable and practical for the Myanmar context
- Provide participants with support and guidance to ensure that they understand and are fully engaged in the course and able to meet course requirements
- Identify and provide recommendations on individuals or networks within the subject matter area that will enhance course design and delivery; i.e. panel representatives or guest speakers
- Collaborate with course team to develop engaging learning materials and workshop activities
- Participate in the course delivery as required

- Contribute to end of activity reporting, including providing recommendations to enhance future short course delivery

Qualifications and experience

- Qualification and/or substantial work experience in the course subject matter
- Experience in workshop facilitation and training is preferred
- Fluency in English and Myanmar
- Excellent interpersonal communication skills
- Strong understanding of Myanmar systems and culture
- Native country background is highly preferable.

7.7 Welfare Officers

The below Terms of Reference is relevant for both the Myanmar Welfare Officer and Thai Welfare Officer.

Responsibilities

- monitors and provides general welfare support for participants, including providing orientation support and advice on any issues encountered, accompanying group on all site visits and supporting recreational trips
- monitors and provides specific health and wellbeing-related welfare support for participants, including explaining Thailand health care requirements and confirming the medical insurance policy and exclusions.
- accompanying individuals to any medical appointments
- monitors and provides support to female participants in particular, including taking any opportunities to enrich the female participants' experience while in Thailand
- acts as the key liaison between the participant group and the course delivery team
- assists the Course Coordinator as required, particularly with participants' arrival and departure, and organising activities, site visits and recreational activities
- provides interpreting services in the absence of the official interpreter during medical appointments, out-of-hours activities and recreational activities (but must not be used as an interpreter during formal course sessions).
- reports all welfare or critical incidents to the Course Coordinator immediately to inform the Course Coordinator's timely reporting to the Program

Qualifications and experience

- Qualification in administration, social services, human resources or social sciences (or equivalent work experience) is preferable
- Experience in a welfare/social services role is highly preferable
- Fluency in English and the language of the participants home country (Myanmar Welfare Officer) or the language of the course location (Thai Welfare Officer)
- Excellent interpersonal communication skills

- Strong understanding of Myanmar and Thailand systems and culture
- Strong understanding of the participants culture and cross-cultural issues. Native country background is highly preferable.

8 Interpreting and translation

8.1 Purpose of this section

This section outlines the policy and provides guidance for Short Course Providers on the requirements for interpreting and translation services for Short Courses. The policy and guidance apply to all courses where the participants' level of English proficiency is below the standard needed to meet the requirements of the Short Course.

8.2 Interpreter qualifications

If required, the main interpreter for a Short Course must be a professionally qualified and certified interpreter with the National Accreditation Authority for Translators and Interpreters (NAATI) or equivalent.

Interpreting is an intensive process and even experienced and qualified interpreters need to have breaks. Course Providers must ensure that interpreters are not over-worked and that a second interpreter is available as required.

Note that the Welfare Officers are not to be considered a second interpreter for training delivery. The Welfare Officers may provide interpreting services during social activities, on weekends or after hours, at doctor visits, etc., but should not be expected to relieve the main interpreter. It is also not appropriate for the Welfare Officers to translate resources.

8.3 Payment and management for interpreters

Interpreters are paid according to years of experience as an interpreter.

The main interpreter will usually stay with the group throughout the course and travel with them as required. Therefore, any travel and associated costs will be covered under the delivery costs and included in the financial proposal. The payment of per diems for an interpreter is a matter for each Course Provider to determine in accordance with RFT requirements and in consultation with Australia Awards Myanmar.

It is recommended that interpreter/s meet with the Course Leader to discuss course content, terminology and specific technical terms/meaning before course delivery each day. To assist interpreter/s to prepare, Australia Awards will pay for up to two extra days' preparation time.

9 GEDSI

9.1 Purpose of this section

Australia Awards Myanmar aims to support development by promoting diversity and inclusion of women, people with disability, ethnic minorities, and people of diverse SOGIE and sexual characteristics in opportunities for human development.

The Program will adopt a twin-track approach to address GEDSI. This involves mainstreaming GEDSI across all Program activities as well as implementing GEDSI-specific initiatives to address challenges and barriers preventing women, people with disabilities and people from marginalised groups from achieving their full potential.

GEDSI will be included in the concept note, design and curriculum. Service providers are encouraged to include a dedicated GEDSI Adviser/Trainer to design and deliver sessions on GEDSI issues relevant to the Short Course topic.

9.2 Disability inclusion

Course Providers will make reasonable adjustments to allow participants with disability to participate in Australia Awards Short Courses on an equal basis. Australian legislation regarding disability support and reasonable adjustments related to academic support applies.

Reasonable adjustments are measures an education provider is required to make to ensure students with disability can meet the academic standards of their course of study and participate on the same basis as students without disability. Reasonable adjustments may include alterations to the physical environment and other facilities, and changes to the way training is delivered and skills are assessed.

Reasonable accommodation is the provision of support, modifications and/or adjustments that meet the individual needs of people with disability to ensure they enjoy and exercise all human rights and fundamental freedoms on an equal basis to others. Reasonable accommodation can include the provision of accessible transportation, sign-language interpreters, accessible meeting venues and documents in accessible format.

Course Providers must respond to the adjustments and accommodations determined by the participant and the Program. If a participant with disability is selected for a Short Course, the Course Provider and the Program will follow the Short Course Disability, Access and Inclusion Process. This process, along with its accompanying documents, will be sent to the Course Provider at the start of a Short Course.

To ensure appropriate reasonable adjustments have been made, the Program may ask the Course Provider to verify that they have considered the following:

- airport transfers and domestic travel
- accommodation
- daily transport between accommodation and course location
- support for indoor access, i.e. building and classroom access, etc.
- support to enable mobility outdoors, e.g. getting around campus / city / public transport
- support for participant's communication needs to maximise participation
- accessibility of the learning platform used by the Course Provider (adhering to web accessibility standards)
- support for participants to undertake daily activities
- support for psychological and mental health and wellbeing, where appropriate
- regular interaction with the Course Provider's dedicated Welfare Officers.

10 Orientation program

10.1 Purpose of this section

This section outlines objectives and requirements for the successful orientation of participants in Thailand and provides guidance on content, activities and scheduling.

10.2 Objectives of the orientation

The objectives of the orientation program are that participants:

- are 'settled in' to their accommodation
- understand relevant policies and procedures
- know how to access academic and welfare support
- are informed of recreational activities
- can further their cross-cultural understanding of the Thailand context

10.3 Mandatory orientation content

The orientation program should cover the following key areas:

- introduction to the Course Provider team and explanation of their roles and responsibilities
- course venues, facilities
- expectations for attendance and behaviours
- per diem amounts, payment processes and intended use (as outlined in the PDB booklet)
- accommodation rules and policies, security arrangements and considerations, evacuation procedures in case of fire and emergency, use of shared facilities
- local orientation, including nearby shops and public facilities
- course-related and local transport, including pick-up points, payment methods, schedules and to/from the course venue
- COVID 19 travel requirements and restrictions, reporting/notification, and accommodation
- communications and IT, including (for example) SIM cards and credit, international phone cards, use of laptops, and internet and email access
- outline of academic and welfare support mechanisms available (e.g. medical assistance, out of hours support, etc.)
- planned recreational activities, including schedule, coordination and participation
- Thailand cultural norms and acceptable behaviour, cross-cultural communication and basic slang/colloquialisms.

10.4 Suggested activities

Some suggested activities for the orientation program are:

- 'getting to know you' activities with the Course Provider team
- interactive tour of the local area, as required
- local transport excursion, as required
- cross-cultural communication case studies.

10.5 Accommodation phone

The orientation program should begin within 24 hours of participants' arrival in Thailand.

10.6 Evaluation of the orientation program

The key course components (Components 2 and 3) evaluation should include an assessment of the orientation program, encouraging Participants to assess and reflect on the effectiveness and usefulness of the program in preparing them for Thailand delivery location.

11 IT and Communications

11.1 Purpose of this section

This section outlines policies and requirements regarding participants' phone use and computer and internet access.

11.2 Mobile phone use

Participants will be advised to bring their own mobile phone.

Course Providers are to brief participants on:

- how they can buy Thai tourist sim card at the airport
- how they can ask for reimbursement

11.3 Accommodation phone

To assist in managing communication expenditure and in consideration of the higher charge rates of some accommodation providers, course providers are to communicate in the Pre-Departure Booklet clearly that these charges will be the participants' responsibility and must be paid for by themselves at check-out.

11.4 Computer access

It is a requirement that Short Course participants have access to a computer during the Short Course. This computer may be a laptop or tablet. The Participant Needs Assessment should confirm which participants will bring their own devices.

For the online components of Short Courses, it is essential that participants have access to their own laptop and data. If the Participant Needs Assessment finds there are participants who cannot meet these requirements, the Course Provider will work with the Australia Awards team to make appropriate arrangements.

11.5 Internet access

Participants must be provided with internet access for study and personal use. Course providers will ensure that internet access is available at the accommodation hotel in Thailand.

12 Budget

12.1 Purpose of this section

This section summarises the Program's policy on approval of budgets for Short Courses. It should be read in conjunction with Section 7 (Staffing), Section 3 (Allowances and travel); The PDB is relevant only to courses where the key course components (Components 2 and 3) are being delivered in person.

12.2 Budget timing and justification

During contract negotiations, the Course Provider must submit the Course Budget to the Program. Once approved, the Course Budget is attached to the contract between the Program and the Course Provider and becomes part of the contract.

12.3 Fixed and reimbursable costs

The Course Budget divides course costs into fixed and reimbursable budget lines. The fixed costs are approved on the basis of the contract negotiation and, although they are subject to reporting and possible audit, will not be varied unless through a further budget request or a contract variation. Payment against the reimbursable budget lines will be for the actual, verified course costs that have been incurred. Course Providers must provide evidence of these costs when making their final claim. The Program may also check these claims through an audit process.

12.4 Budget line transfers

Within the negotiated Fixed Costs budget, funds cannot be transferred between budget lines. In the Reimbursable budget, funds can be transferred between budget lines, but only if approved by the Program in advance.

12.5 Reporting requirements

All invoices linked to the achievement of contractual milestones must include a detailed financial report. The Program will provide the template for Course Provider to complete.

The reimbursable expenditure requires more detailed reporting against all budget lines, along with comments. Each supporting proof of purchase receipt/invoice submitted must be clearly labelled to correspond to the relevant item within the budget line. If there are multiple charges

against a budget line, the individual items must be listed and calculated within the comments. A statutory declaration is required for any missing receipt.

The Program requires a valid tax invoice for every transaction as evidence of expenditure on reimbursable budget lines.

13 Short Course Monitoring, Evaluation and Learning (MEL)

13.1 Purpose of this section

This section outlines the expected outputs and outcomes of Short Courses as part of the broader Australia Awards Myanmar Program. It also describes the monitoring and evaluation (M&E) frameworks and tools that Course Providers should use to monitor progress and evaluate the outputs of Short Courses.

13.2 M&E Framework

The Program has developed an M&E framework for all Short Courses. It is aligned (very broadly) with Levels 1 and 2 of the Kirkpatrick Evaluation Framework for use by Providers of Short Courses, Level 3 for Providers and the AAM Program team, and Level 4 for the AAM Program team; it is based on four sequential levels of evaluation:

- **Level 1 – Reaction:** to what degree participants react favourably to the training.
- **Level 2 – Learning:** to what degree participants acquire the intended knowledge, skills, attributes, confidence and commitment based on their participation in the training.
- **Level 3 – Behaviour:** to what degree participants are applying the key course components (component 2 and 3) of the training when they are back on the job.
- **Level 4 – Results:** to what degree are Program Intermediate and Long-Term Outcomes achieved as a result of the training event and any subsequent reinforcement.

The Course Provider is responsible for M&E of Levels 1, 2 and 3 but it is important also for Providers to be aware of how these levels fit into the Australian Government's commitment to sustainable development. The RFT for each Short Course will specify how the Course Provider must approach M&E for the elements for which they are responsible.

13.3 Short Course outputs and outcomes

The Course Provider must monitor, evaluate and report against the following outputs (Levels 1, 2 and 3 only). The Australia Awards Myanmar Program will monitor, evaluate and report on Levels 3 and 4.

Outputs	
Kirkpatrick level 1	▪ Courses are managed well and meet Participant learning needs
Kirkpatrick level 2	▪ Participants complete good quality relevant training or other activities in support of their Return-to-Work Plan

	Participants establish networks that will support their development contributions
	Participants have enhanced awareness of social exclusion issues and inclusion strategies

Outcomes	
Kirkpatrick levels 3 & 4	Participants develop new policies, implement new practices or improve existing practices in their organisation/development sector, and/or share their knowledge and skills with others.
Kirkpatrick level 4	- Participant activities have a positive impact within their organisation or community - The Australian Government Australia Awards Program receives increased public visibility - Participants have a positive perception about Australians and Australian education.

13.4 Short Course indicators and data collection

Each Australia Awards Myanmar indicator contributes to one or more of the following Guiding Evaluation Questions, which are aligned with the Outputs and Enabling Outcomes in the AAM MEL Plan:

Question	Quality Criterion
1. How has promotion and selection achieved a pool of diverse, high calibre, eligible applicants and awardees?	Effectiveness
2. How well prepared were participants for their Short Course?	
3. To what extent has the Short Course provider understood the entry skills and knowledge of intended participants?	Effectiveness
4. How well aligned is the Short Course to DFAT's and Myanmar's priority areas?	Relevance
5. How effectively did the Short Course support Participants?	Effectiveness
6. To what extent did Participants have a positive experience?	
6.b What factors contributed to that?	
7. Are employers deploying participants so they can use their skills, knowledge and networks after completing the Short Course?	Effectiveness
8. How are participants using their new skills, knowledge and networks to contribute to development?	Effectiveness Sustainability
9. What strategies and modalities are contributing to Short Course participants developing and maintaining links?	Effectiveness
10. How are Short Course participants contributing to cooperation between Australia and Myanmar?	Effectiveness
11. How well is the participation of women, LGBTQI+ people, people with a disability, and other marginalised people, supported during the Short Course?	Gender equality, disability and social inclusion

Question	Quality Criterion
12. To what extent does the Short Course enhance participant awareness of social exclusion issues and inclusion strategies?	
13. How well has the Program ensured the minimisation and avoidance of harm?	
14. How equitably are the benefits of the Short Course being experienced across different participants?	
15. To what extent is the Program supporting women's participation in a range of development sectors and supporting them to increasingly play leadership roles?	GEDSI
16. How well has the Short Course delivered outputs in accordance with agreed timelines?	Efficiency
17. How has the Short Course provider worked to ensure value for money?	Efficiency

Short Course Providers should consider these evaluation questions and seek to respond to them (if relevant) in their reporting and reflections. Providers should ensure that evidence for any conclusions reached is explicitly stated.

The AAM Program also monitors implementation with reference to a set of performance and descriptive indicators. Within this system there are 12 indicators relevant to Short Courses, as shown below:

Indicator	Means of Verification	Performance Indicator	Descriptive Indicator	Lead responsibility for data
Short Courses				
1. Number of Short Courses completed in reporting period	Short Course database		X	AAM Short Course Team
2. Number of Short Courses currently in progress	Short Course database		X	AAM Short Course Team
3. Number and percentage (compared to total applications) of Short Course applications from vulnerable groups ¹	Short Course database		X	AAM Short Course Team
4. Number of Short Course Awards offered, disaggregated by Myanmar's priority areas	Short Course database		X	AAM Short Course Team
5. Number and percentage of Short Course recipients from vulnerable groups	Short Course database		X	AAM Short Course Team

¹ Women, people from diverse SOGIESC, people with disability, people from ethnic minority groups.

Indicator	Means of Verification	Performance Indicator	Descriptive Indicator	Lead responsibility for data
6. Number and percentage of Short Course recipients successfully completing course	Short Course database		X	AAM Short Course Team
7. Percentage of Short Course recipients satisfied with course		X		Short Course Providers
8. Percentage of Short Course participants with increased knowledge and skills	Short Course Reports	X		Short Course Providers
9. Costs of Short Courses	CostPoint		X	AAM Program Finance Team
10. Percentage of Short Course alumni who report examples of using skills 6-12 months after return	ADIS	X		AAM MEL Team
11. Percentage of Short Course alumni who report positive perceptions of Australia 6-12 months return	ADIS	X		AAM MEL Team
12. Percentage of Short Course participants who report positive perceptions of Australia 6-12 months return	ADIS	X		AAM MEL Team

13.5 M&E by the Program

The Program will liaise with the Provider's Course Coordinator to arrange an M&E visit (where possible) and/or online participation towards the end of each Short Course. In addition to monitoring visits (or online participation by the MEL Team or the AAM Short Course Team), the Program will communicate regularly with the Course Provider to discuss and monitor progress, address any issues, and make any necessary plans or amendments.

A core element in the Program's M&E framework is the Participant Satisfaction Survey conducted by the provider. It is conducted with all Short Course Participants at the end of the Key Course Component 3.

13.6 M&E by Course Provider

On or before day one, the Course Provider will administer a pre-course test. A post-course test will be administered on the final day of the Component 3. Pre- and post-course testing is aimed at assessing the knowledge gained by participants during the course. An analysis of

the test will be shared in the Completion Report. The pre- and post-testing data must provide an assessment of the number of Participants who have demonstrated the required skills and knowledge increase, so the Course Provider can report data against Indicator 8 (above).

13.7 Monitoring adherence to Program GEDSI Strategy

The Program's GEDSI Strategy supports the overall goal and long-term outcomes of the Australia Awards Myanmar Program and meets the requirements and expectations set out in the Australia Awards Myanmar design document, specifically supporting the principles of 'do no harm' and access and inclusiveness.

All Monitoring and Evaluation of Short Course delivery will assess the extent to which the course meets the four GEDSI Strategy objectives, namely:

- support the Program to be an open and accessible opportunity for applicants across Myanmar
- strengthen the awareness and knowledge of Program participants and staff about GEDSI, social exclusion issues and inclusion strategies through professional learning opportunities and Program communication
- improve the capacity in and commitment to applying inclusive and non-discriminatory practices throughout the Program
- enhance knowledge and understanding about GEDSI issues and high-quality practice through effective monitoring, evaluation and learning (MEL).

14 Short Course reporting

14.1 Purpose of this section

This section outlines the reporting requirements for Short Courses.

14.2 Responsibilities for reporting

The Program is responsible for reporting to DFAT on the management and outcomes of Short Courses as part of our obligations under the Australia Awards Myanmar contract.

This is done at the completion of each major activity and in annual reports. To develop these reports, the Program collects feedback and data from a variety of sources, including from Short Course Providers.

The Course Provider is responsible for reporting on the Short Course through a series of reports. The frequency and timing of the reports will be specified in the Service Agreement. The content and quality of reports and adherence to delivery dates in the Key Contract Timelines of the Service Agreement forms part of the Course Provider Performance Assessment (CPPA). Course Providers must ensure that reports include disaggregated data for gender, disability and other key variables, and should discuss any issues arising from that disaggregation.

Reporting requirements for Australia Awards Myanmar include two brief Progress Reports due at the end of Component 1 and 2 respectively which tracks the Course Provider progress and performance to date, and a final Completion Report which reports on the entire Short Course (Components 1-3).

14.3 Progress Report (Component 1)

Once the Pre-course Preparatory Workshop is complete, the Course Provider is responsible for summarising and reporting on the progress of the short course to date.

Course Providers will be provided with a Progress Report (Component 1) template and will be expected to briefly report on the following:

- Overview of Component 1 goals and expected outputs and outcomes
- Overview of course delivery
- Assessment of performance and achievements against expected outputs and outcomes
- Reflection on what worked well (what will be continued and built on in future components)
- Reflection on any challenges, lessons learnt and recommendations (what to adjust or consider for future components)
- Budget for course component
- Annex 1: List of course participants, including notes of any academic, welfare or other issues to flag with the program
- Annex 2: Pre-course Learning Needs Assessment - test questions and results.
- Annex 3: Course schedule (Component 1)
- Annex 4: Pre-Test questions and results.
- Annex 5: Financial reconciliation of all actual reimbursable expenditure incurred to date against the original budget, including an update on variances between agreed and actual reimbursable expenses. Clearly labelled supporting documents / receipts are required for all expenses claimed
- Annex 6: Communication Plan and Social Media Plan
- Annex 7: M&E tools/surveys to be used

14.4 Progress Report (Component 2)

Once the in-person Short Course is complete, the Course Provider is responsible for summarising and reporting on the progress of the short course to date.

Course Providers will be provided with a Progress Report (Component 2) template and will be expected to briefly report on the following:

- Overview of Component 2 goals and expected outputs and outcomes
- Overview of course delivery
- Assessment of performance and achievements against expected outputs and outcomes.
- Reflection on what worked well (what will be continued and built on in the final component)
- Reflection on any challenges, lessons learnt and recommendations (what to adjust or consider for the final component)
- Budget for course component
- Annex 1: List of course participants, including notes of any academic, welfare or other issues to flag with the program
- Annex 2: List of RWP topic per participant, with description of RWP project

- Annex 3: List of all guest presenters and other stakeholders who participated in the course including names, organisations and email addresses
- Annex 4: Course schedule (Component 2)
- Annex 5: Participant RWP presentations and/or workbooks and any other relevant course materials
- Annex 6: Photos (Component 2)
- Annex 7: Financial reconciliation of all actual reimbursable expenditure incurred to date against the original budget, including an update on variances between agreed and actual reimbursable expenses. Clearly labelled supporting documents / receipts are required for all expenses claimed.

14.5 Completion Report

Once the Post-Course Workshop (Component 3) is complete, the Course Provider is responsible for summarising and reporting on the performance and outcomes of the **entire Short Course** (Components 1-3).

The Completion Report summarises the successes and challenges of the Short Course as well as the Participant's experience implementing their Return-to-Work Plans.

Course Providers will be provided with the Completion Report template and will be expected to report on the following:

- Overview of Short Course goals and expected outputs and outcomes
- Overview of Short Course delivery
- Assessment of performance and achievements against expected outputs and outcomes.
- Analysis on Pre and Post-test results on knowledge and skills
- Summary of participants' satisfaction on course delivery (Participant Satisfaction Survey)
- Evaluation of each Participant's progress in implementing their Return-to-Work Plan
- Gender equality, disability and social inclusion (GEDSI) reflections
- Reflection on what worked well (what should be considered for future iterations of this Short Course, or for future Australia Awards Myanmar Short Courses more generally)
- Reflection on any challenges, lessons learnt and recommendations (what should be adjusted for future iterations of this Short Course, or for future Australia Awards Myanmar Short Courses more generally)
- Budget for course component
- Public diplomacy and media outreach
- Annex 1: List of course participants (disaggregated by gender, disability, state/region), showing completion status and detailing any academic or welfare issues experienced
- Annex 2: List of RWP topic per participant, with notes on participant's progress with achieving RWP from the post-course workshop
- Annex 3: List of all guest presenters and other stakeholders who participated in the course including names, organisations and email addresses
- Annex 4: Pre-course and post-course test questions and results
- Annex 5: M&E tools/ surveys used and resulting data

- Annex 6: Course schedules (Components 1-3)
- Annex 7: Participant final RWP presentations and workbooks and any other relevant course materials
- Annex 8: Photos (Component 1-3)
- Annex 9: Digital copies of certificates
- Annex 10: Financial reconciliation of all remaining actual reimbursable expenditure incurred to date against the original budget, including an update on variances between agreed and actual reimbursable expenses. Clearly labelled supporting documents / receipts are required for all expenses claimed.
- Annex 11: Recommended potential participants for promotional materials.

15 Course Provider performance

Australia Awards are prestigious international scholarships and Course Providers are expected to deliver Australia Awards Short Courses that reflect this level of prestige and quality.

Course Provider performance will be assessed in accordance with the Short Course – Course Provider Performance Assessment (CPPA). The CPPA template forms part of the AAM Short Course Service Agreement (Annex 1).

The CPPA is based on interactions between the Program and the contracted Course Provider throughout the period of the Short Course.

The results of the CPPA are used by the Program to:

- provide the Course Provider with feedback on its performance and where applicable, identify areas for improvement
- supply Technical Assessment Panels (TAP) with information on a Course Providers' past performance
- undertake due diligence assessments of Course Providers' past performance through the contracting process
- provide DFAT with information on Course Provider performance in the delivery of Short Courses

15.1 Notes for Course Providers

- This CPPA will be discussed with the Course Provider during a de-brief meeting arranged by the Program approximately four (4) weeks after the Pre-course Preparatory Workshop.
- The CPPA report will be shared with the AAM Short Course Team for their input and may be sent to DFAT Yangon Post with the Completion Report.
- The CPPA will be provided to TAPs to inform on past performance when Course Providers have submitted proposals for upcoming Short Courses.
- Milestone Payment 3, per the Service Agreement, shall be reduced by 10% (ten per cent) for each criterion scored 3 or less.

15.2 Rated Performance Criteria

#	Criterion	Measures	Score
1	Learning outcomes	At least 85% of participants demonstrate increased knowledge and skills using pre- and post- test knowledge comparisons	
2	GEDSI	- GEDSI considerations are articulated in participant's RWPs - At least 2 stand-alone GEDSI sessions are delivered which are contextualised to the course and country context - Course content is designed with an intersectional gender lens.	
3	Return to Work Plans (RWP)	- RWPs are achievable within the time frame of the Short Course - RWP proposed outcomes are measurable - RWPs are aligned with participants work and/or country development priorities - Approved RWP templates are used and/or any modifications have been approved by the Program	
4	Networking	- Participants were provided with a range of opportunities to network with one another - Participants met with relevant Australian counterparts.	
5	Participant Satisfaction	At least 85% of participants rate their overall satisfaction with the course as 'Satisfactory' or higher	
6	Documentation	Key contract documents require no more than one review and are submitted on time (see Schedule 2: key Contract Timelines).	
7	Budget	Underspends and/or overspends are communicated with the program at least 4 weeks before the next report is due (see Service Agreement Schedule 2: Key Contract Timelines).	
8	Financial reporting	- Financial reports are submitted with all supporting documents - Supporting documents include a reconciliation report that clearly references individual receipts and expenditure - Financial reports are accurate and submitted on time	
9	Communication	48 hours response time for all email communication (business days).	
10	Social media and communications materials	All external social media and communications material are approved in advance of publication.	

#	Criterion	Measures	Score
		Communications content aligns with the Promotions Guidelines for Short Course Providers shared with the course provider.	
11	Short Course Provider Handbook	All aspects of Short Courses are aligned with the Short Course Provider Handbook.	
12	Australia Awards templates	Key contract documentation is submitted using the Program templates will be provided to the course provider, where applicable (see Service Agreement Schedule 2: Key Contract Timelines).	

Refer to the Australia Awards Myanmar Short Course – Course Provider Performance Assessment template in the RFT package for the full rating and payment criteria.

16 Managing Participant Withdrawal from a Short Course in Thailand

16.1 Purpose of this section

It is possible that a Short Course participant may over-stay their visa or seek asylum while participating in a training program in Thailand. Such an incident needs to be treated with caution and sensitivity.

This section details the approach and procedures to be followed if a participant leaves the Short Course and/or fails to board the scheduled return flight from Thailand.

16.2 Indications of intention to leave and dissuading ‘over-stayers’

Myanmar citizens do not require visa to enter Thailand to stay there for 14 days or less. They will need the AAM letter of support, course provider’s sponsorship letter, accommodation confirmation to present at immigration counter.

If the Course Provider becomes aware that a Participant is considering leaving the course and not returning to Myanmar, the Course Provider must immediately inform the AAM Short Course team.

It may also be appropriate for the Welfare Officers to speak to the participant about their intentions, although this needs to be done with care and tact. This discussion should be in private and treated confidentially. Where such an indication is received or made in confidence, it is not appropriate to discuss the situation with other participants. However, where a participant is openly making such plans, it is possible other participants may already be aware of the situation.

16.3 Actions to be taken by Course Provider

If a participant leaves the course, fails to board a return flight or is otherwise unaccounted for, the Course Provider must:

- **Check on the Participant’s whereabouts and safety**

Do not assume that a missing participant has ‘absconded’—they may have met with an accident, fallen ill, or been delayed. The first step is therefore to ask other participants about his/her whereabouts and movements. If it is not clear that the participant has left the course (e.g. luggage left behind, no indication of intention to leave), then treat the incident as a disappearance: make the usual checks of hospitals, make a police report and call the participant’s mobile phone to seek information.

- **Report the incident to the AAM Short Course team.**

Do this as soon as possible to discuss the incident, as each case will be different and will require a specific response.

- **Implement the confidentiality procedure**

Do not respond to queries or requests for information about the participant from any party or organisation outside of Australian Government agencies.

17 Managing Participant Non-Attendance During Online Delivery

17.1 Purpose of this Section

The purpose of this section is to outline the approach to managing participant non-attendance during virtual elements of Short Course delivery.

It is also intended to ensure smooth communication between the Course Provider and the Program when a participant’s attendance is identified as an issue which may impact completion of the Short Course.

17.2 Background and Summary

Some stages of Short Courses are increasingly being delivered virtually, or through blended delivery strategies, including synchronous and asynchronous activities. These delivery methodologies require increased awareness and vigilance on behalf of the Short Course Provider to ensure each participant remains engaged with the delivery team and the learning program.

There are on-going challenges in the context of Myanmar, restricting participation for online learning component. Some participants may be in the conflict zones with limited or no access to internet and electricity power such as Kachin State, Rakhine State, Sagaing Region. Internet connectivity issues are also affected by recent natural disasters, e.g. Cyclone Mocha in 2023; monsoon flood across the country in 2024.

17.3 Short Course Provider Responsibilities

The Course Provider must notify the Program immediately if they become aware of, or a participant notifies them that they are unwell and requires time away from the course. Communication during this period is vital and the Course Provider must keep the Program informed when the participant re-joins the course, or their return is delayed.

If a participant is unable to attend the Short Course for a substantial amount of time, reasonable accommodations for that participant should be made. This support may include

additional mentoring by the Course Provider delivery team. The need for and nature of any additional support should be communicated to the Program as well as recorded and summarised in the relevant milestone report.

In the event a participant has missed a significant amount of course work and further support to complete the course would be unreasonable for the participant, or not feasible for the delivery team, the Provider must make a written recommendation as to whether the participants can fulfill the requirements of the program. This recommendation should also include a summary of attendance and work completed so far, including status of the Participant's Return to Work Plan.

Any official withdrawal of a participant from the course will be communicated to the participant by the AAM Short Course team.

18 Public diplomacy and media

18.1 Overview of this section

Promotions Guidelines for Short Course Providers have been created to support Short Course Providers in developing media and communications products to promote Short Courses for Australia Awards Myanmar. The document will be provided to the Course Provider.

Please read this document to guide your thinking on raising awareness about the Short Course's value, outcomes and impact, and take note of communications outputs under your contract.

The Guidelines will assist Providers in the development of a Communications Plan and a Social Media Plan as part of the first set of deliverables for each Short Course.

The Guidelines are a central resource in the Australia Awards Short Course Promotions Pack. The Promotions Pack contains a number of resources and templates to support Providers' communications efforts such as:

- Australia Awards Technical Brand Guidelines
- Australia Awards logo files
- Communications and Social Media Plan template
- Media release template
- Participant profile template
- Certificate template and transcript template
- PowerPoint presentation template
- Event invitation template.

19 Lessons learnt-delivering virtual Short Courses

19.1 Overview of this section

The purpose of this section is to share some of the lessons learnt from 2023, when Australia Awards Providers sought solutions to delivering Short Courses virtually.

For Short Courses which include a face-to-face element Providers should refer to the relevant sections of this Handbook.

19.2 Supporting Participants to succeed in the online learning environment

Online engagement requires time to be set aside by Participants to undertake required course activities. The increased responsibilities and workload created by COVID-19 placed significant pressure on participants and compromised their ability to engage with course materials and activities such as live sessions, peer coaching and mentoring.

A balance needs to be struck in course design between pre-recorded content, which is inherently less interactive and spontaneous, and 'live' sessions, which, if too frequent, would disproportionately disadvantage those facing connectivity issues.

Many participants may not have undertaken a wholly online course before, and therefore will be engaging with a new way of learning, as well as new technical content.

Where possible and appropriate, the Program encourages a hybrid delivery model. This involves bringing participants together in-person, in their home country, for a portion of the training. The Course Provider delivers the training virtually in partnership with a local organisation to facilitate logistics and provide support to participants. In country partnerships with local training institutions who can co-facilitate this hybrid approach have been successful in previous deliveries. This creates opportunity for participants to learn from and network with one another, as well as building connections between Australian and local institutions.

Strategies for Providers to consider include:

- Covering less content in the designated course timeframe to provide additional time for participants to consolidate and reflect on their knowledge before moving to the next topic.
- Staging the release of content incrementally may also help engagement
- Increased engagement with supervisors may increase the prospects of participants' course obligations being recognised by their supervisors and assist them to understand the importance of releasing their staff from regular duties during the course
- More 'live' content could be delivered and recorded for participants who are unable to attend, as opposed to the development of pre-recorded content. More one-on-one coaching can be substituted for pre-recorded content.
- Creating virtual networking opportunities for Participants to build linkages with Australian counterparts. For example, Participants 'pitch' their Return-to-Work Plans to aligned counterparts during small break out sessions, providing counterparts with the opportunity to ask questions and build rapport.

