ERICC

EDUCATION RESEARCH IN
CONFLICT AND PROTRACTED CRISIS

TECHNICAL BRIEF:

Education Research Agenda in Conflict-Affected Contexts of Myanmar 2024

The Education Research in Conflict and Protracted Crisis (ERICC) Research Programme Consortium is a global research and learning partnership that strives to transform education policy and practice in conflict and protracted crisis around the world — ultimately to help improve holistic outcomes for children — through building a global hub for rigorous, context-relevant and actionable evidence base.

ERICC seeks to identify the most effective approaches for improving access, quality, and continuity of education to support sustainable and coherent education systems and holistic learning and development of children in conflict and crisis. ERICC aims to bridge research, practice, and policy with accessible and actionable knowledge — at local, national, regional and global levels — through co-construction of research and collaborative partnerships.

ERICC is led by the International Rescue Committee (IRC) with Academic Lead IOE, UCL's Faculty of Education and Society, and expert partners include Centre for Lebanese Studies, Common Heritage Foundation, Forcier Consulting, ODI, Osman Consulting, Oxford Policy Management and Queen Rania Foundation. During ERICC's inception period, NYU-TIES provided research leadership, developed the original ERICC Conceptual Framework and contributed to early research agenda development. ERICC is supported by UK Aid.

Countries in focus include Bangladesh (Cox's Bazar), Jordan, Lebanon, Myanmar, Nigeria, South Sudan and Syria.

Introduction

Since gaining independence from British rule in 1948, Myanmar has maintained diverse educational provisions managed by different educational authorities, operating in parallel with the centralised state education system. Children and youth living within territories controlled by non-state ethnic armed organisations (EAOs) receive education services from various ethnic education service providers (EEPs), many of which operate as the EAOs' education departments. Some EEPs also provide services in mixed control areas, where both an EAO and the central state have an administrative presence.

In Thailand, parallel education services cater to refugees and migrants from Myanmar. The Karen Refugee Committee Education Entity administers education in seven camps, while the Karenni Education Department oversees education in the other two camps (Oh, 2010). Beyond this, refugees are legally barred from accessing other schooling opportunities, as Thailand acts more as a transit country than a host country for refugees. Migrant education is a patchwork of independently run migrant learning centres (MLCs) that are not recognised as schools under Thai law. Rather than existing within a cohesive system, MLCs adopt different approaches to providing education. Generally, MLCs lean toward a Myanmar-based curriculum. This results in two things. First, adopting the national curriculum or that of another provider from Myanmar (such as an EEP). Second, teaching in a language from Myanmar (Burmese or an ethnic minority language).

Myanmar's 2021 military coup interrupted a decade of education reforms. Amidst an ongoing civil war between numerous armed actors against the State Administration Council (SAC) military junta, the Peace Research Institution Oslo (Østby et al., 2022) reported that 87.9% of children in Myanmar are at risk of being affected by armed conflict. Valenza and Stoff (2023) estimated that the ongoing crisis affects 98% of Myanmar children, including approximately 11.4 million school-aged children. Over 3.5 million are out of school and 6.5 million attend school but not learning to an adequate level. Moreover, various educational provisions have become heavily politicised to serve the ideologies and political visions of different armed groups, including EAOs. Those working within the Myanmar context need a robust knowledge base to respond productively and constructively to the educational crisis.

This brief draws on a detailed report: **Education Research Agenda in Conflict-Affected Contexts of Myanmar (Rinehart et al, 2024b)**. Here, we present key indicative research questions under four research themes. We identified and prioritised these themes by analysing data from workshops and interviews with key educational stakeholders who are working in the context of Myanmar. We encourage readers to consult the full research agenda report, in which we provide an extensive discussion of the methodology, description of the context, and detailed sub-questions that could be relevant to researchers. We reviewed education evidence to identify gaps in knowledge about education during Myanmar's conflict (Rinehart et al, 2024a). We used these findings to inform our research agenda.

We intend for the research agenda to build a stronger foundation of evidence for understanding how diverse actors design and deliver education for ethnic, refugee and migrant children. The research agenda uses the ERICC conceptual framework (Kim et al, 2024) to situate the research themes and aims. This ensures that the research is intentionally organised within a theoretical understanding of education within conflict and crisis settings.
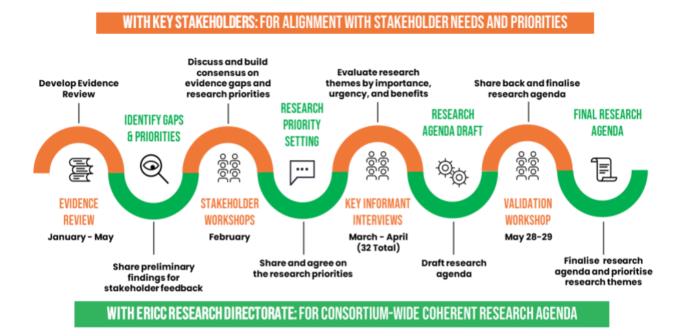
A. Methodology

The creation of this research agenda was guided by the principles of co-construction, co-production, co-design and iteration. To achieve this, we engaged on multiple occasions with a diverse range of

ERICC

stakeholders. These included representatives from ethnic, refugee and migrant education organisations, as well as representatives from the international community. Consequently, we have undertaken a rigorous evidence review, multiple consultative workshops, and 32 interviews with key representatives in order to co-construct this research agenda (Figure 1).

Figure 1. **Co-construction of research agenda**

Cross-cutting themes

Our study identifies three cross-cutting themes, highlighted during interviews with key educational stakeholders, that underpin the four research themes presented in the subsequent sections.

Inclusion, Equity and Justice in Education focuses on values and practices to ensure fair access to educational opportunities regardless of background, identity or circumstance. This involves examining disparities in access, quality and continuity of education, as well as achievement outcomes. These disparities could occur in relation to gender, (dis)ability, ethnolinguistic identity, displacement status, geography, socioeconomic status, sexual orientation and school enrolment status (i.e. out-of-school children). It also considers how resources and opportunities are distributed to different groups among the community, the cohort of teachers and the body of students.Finally, it explores if, and to what extent education addresses structural inequalities and historical grievances..

Safety and Wellbeing in and through Schooling. This relates to policies and practices that ensure that everyone involved in education feels safe, supported and healthy—both physically and emotionally. This includes protection from violence, the promotion of physical and mental health and wellbeing, and the creating positive and inclusive learning environments. Additionally, it reflects the idea that providing quality educational services improves the long-term safety and wellbeing of young people and communities as a whole.

Policy Framing, Formulation and Enactment towards Systems Strengthening refers to the processes of utilising plans, strategies and proposals (including budgets and data systems) to address specific educational issues or achieve particular goals. This considers how information and issues are framed in public discourse and policy debates. It also looks at how policy, budget and data system decisions are made. Policy framing, formulation, and enactment are examined within the broader context of systems strengthening. This explores the extent to which policies, budgets and data systems lead to positive changes to support quality, access, continuity and coherence across the entire education system.

B. Types of research

The ERICC programme recognises that a variety of evidence is needed to provide helpful guidance to inform donors, policymakers and practitioners in addressing critical education issues in conflict and protracted crises. ERICC employs a systematic research methods approach to determine the type of study that is needed in a given setting, based on the state of the evidence. This includes:

1) **Formative research** to understand pre-existing practices, identify needs and diagnose problems.
2) **Design research** to develop solutions (policies, programmes or strategies) to address existing needs in ways that are feasible, desirable and culturally relevant.
3) **Implementation research** to assess the degree to which existing solutions are being implemented as intended, with strong levels of quality, fidelity and uptake.
4) **Effectiveness research** to determine through causal inference whether interventions achieve the desired changes in outcomes.

C. Research themes and designs

1. Teacher Management, Professional Development and Wellbeing

Teacher Management and professional development refers to the policies and practices used to identify, recruit, hire, deploy, pay, train and retain teachers. It also refers to how teachers are provided accreditation, career progression, and advancement opportunities. The term 'teacher' encompasses individuals directly responsible for the learning of children, youth and adults. This category includes (INEE, 2024):

- classroom teachers,
- early childhood or preschool educators,
- higher education faculty,
- special education instructors,
- subject matter experts,
- vocational trainers,
- religious educators,
- head teachers,
- principals and
- community volunteers.

During times of crisis, teachers are often described as *spontaneous* and *tentative* (Kirk and Winthrop, 2007). Many may have entered teaching *spontaneously*, driven by necessity rather than by choice. As a result, they may feel *tentative* about their roles, uncertain of their abilities, and unsure of their long-term commitment to teaching.

We expect that the research design will be most applicable to ethnic, refugee and migrant educational decision-makers at the policy systems level, and to teachers and teacher educators/trainers at the programme and practice levels. In this theme we explore what enables and constraints how teacher-related policies are formulated and enacted. We also look at the working conditions of teachers, the quality of teachers, and interventions related to teacher management and professional development. We assume that coherent teacher management and professional development policies and quality teachers contribute to positive and equitable student outcomes.

Table 1. **Cross-cutting Themes for Theme 1**

Cross-Cutting Themes	Teacher Management, Professional Development and Wellbeing
Inclusion, Equity and Justice in Education	- Equitable teacher recruitment, incentives and professional development - Teachers as 'transformative intellectuals' for social justice (Aronowitz and Giroux, 1985) - Use of inclusive pedagogies
Safety and Wellbeing in and through Schooling	- Teacher safety and wellbeing - Teachers' role in promoting the safety and wellbeing of students
Policy Framing, Formulation and Enactment towards Systems Strengthening	- How the role of teachers is framed in policy documents - Development of teacher-related policies and regulations - Teacher competency frameworks - Data systems for teacher management

Aim 1: Understand how teachers are currently managed and supported through professional development.

Formative research is needed to understand how teachers experience management and professional development policies and practices across parallel systems. The key indicative formative research questions may include:

- What is the status of teacher management?
- What is the status of teacher professional development?
- How are teachers impacted by conflict and how (if at all) are they involved in education-related decision-making?

Aim 2: Create interventions (strategy, policy or programme) to improve teacher management and professional development practices.

Design research is needed to develop contextually relevant solutions to improve how teachers are recruited, retained and offered professional development. Design research questions may include:

- What is the overall policy framework for developing and supporting the teacher profession within the ethnic, refugee or migrant education system? How are the policies formulated and how do organisations engage with these policies?

- What are the best ways for education providers, teachers and development partners to support and develop teachers?

Aim 3: Assess the implementation of teacher management and professional development programmes.

Implementation research is needed to capture the degree to which existing teacher management and professional development solutions are feasible, cost-efficient and whether actors are implementing them as intended. We propose the following implementation research questions:

- How is teacher management operationalised across different education systems?
- How are teacher professional development opportunities operationalised across different education systems?
- How do education providers use teacher competency frameworks to support teachers' professional development?
- How do different actors use data systems to inform how they manage and develop teachers?

Aim 4: Evaluate the impact of teacher management, professional development and support programmes.

Effectiveness research is needed to determine what outcomes are achieved by teacher management, professional development and support policy changes, programmes and practices. These questions include:

- What is the quality of teacher management and support programmes?
    - How do they affect how teachers are recruited, deployed and retained?
    - How do different stakeholders, including teachers, school administrators and policymakers, perceive the effectiveness and relevance of teacher management and support practices?
- What is the quality of teacher professional development programmes?
    - How do they affect teacher efficacy, teacher quality and student outcomes? Do professional development programmes affect teacher attitudes, practices and professional competency?
    - How does professional development affect teacher wellbeing?
    - How do variations in programme design, implementation strategy and contextual factors influence the impact of teacher professional development programmes across different educational settings?

2. Access to quality education

Access to quality education refers to households' and learners' awareness of, opportunity for and capacity to participate in relevant educational experiences that contribute to holistic development. This includes outcomes in academic achievement, social and emotional learning, physical and mental development, and wellbeing. Foley (1999) suggests that a broad conception of education and learning includes:

- **formal education** (taking place in educational institutions which leads to recognised certification and qualification),
- **incidental learning** (taking place as we live, work and engage in social action), informal education (unstructured and spontaneous learning that occurs through daily activities in workplaces, families, communities, social movements) and

ERICC

- **non-formal education** (structured systematic teaching and learning in a range of social settings outside the formal education system that may support formal education but does not lead to accredited qualification).

We expect this research design to engage with ethnic, refugee and migrant educational decision-makers at the policy systems level and students, parents, teachers and community members at the local systems level. It encompasses all of the aforementioned types of education and learning (formal, incidental, informal and non-formal). This theme explores enablers and constraints to educational policy formulation and enactment as well as risk and protective factors within the community. Moreover, it considers the norms and assumptions around quality education and interventions related to the four drivers of learning (access, quality, continuity and coherence). Consequently, it relates to all drivers of learning, recognising that impactful education requires certain degrees of access, quality, continuity and coherence.

Table 2. **Cross-cutting Themes for Theme 2**

Cross-Cutting Themes	Access to Quality Education
Inclusion, Equity and Justice in Education	- Equitable access to relevant education by ethnicity, gender, socioeconomic status, displacement status, disability,and geography - Quality of educational provisions (infrastructure, curriculum, pedagogy, accreditation and teacher quality) - Quality education as a vehicle for addressing inequities and injustices
Safety and Wellbeing in and through Schooling	- Protecting schools from violent conflicts and disasters - Schools as zones of peace - Policies and programs that provide mental health and psychosocial support
Policy Framing, Formulation and Enactment towards Systems Strengthening	- Coherence between policies and programs - Sustainability of quality education (financing and resourcing) - Data collection and data sharing for quality education

Aim 1: Understand how different stakeholders understand the quality of education.

Formative research is needed to determine how quality education is understood by different stakeholders in conflict and protracted crisis settings. Indicative formative research questions include:

- How do different stakeholders define and prioritise 'quality education'? Stakeholders include providers, teachers, parents, students, political actors, religious and cultural actors, development partners, and donors.
  - How do different stakeholders prioritise educational outcomes, such as academic achievement, social and emotional development and preparation for future success, in their understanding of quality education?
  - How do contextual factors, such as cultural norms, socioeconomic conditions, political landscapes and educational policies, influence stakeholders' perceptions and expectations regarding educational quality?

Aim 2: Create feasible and desirable interventions (strategy, policy or programme) to improve the access, quality, continuity and coherence of education during times of conflict and crisis.

Design research is needed to develop contextually relevant solutions to improve the access, quality and continuity of education as well as coherence between the policies, programmes and practices. The following key indicative design research questions are proposed:

- How do different education providers respond to conflict and crisis? What policies and strategies do providers employ that help navigate conflict-related disruptions in education?
- What programmatic and organisational features within a system support continuity of education?
  - How do existing education policies and programmes align with the needs and challenges faced by education systems during crises?
  - How do education providers design their educational programmes when disruption is a regular occurrence?

What strategies are in place to keep schools and other learning environments safe from armed conflict and students safe on their journey to/from school? What are the most feasible and desirable interventions for education providers, education personnel, community stakeholders and development partners to promote access, quality, continuity and coherence of education?

  - What measures and investments are needed to prepare ethnic, refugee and migrant education systems for crises and mitigate the risks that they bring?

Aim 3: Assess the implementation of interventions to support quality education during times of conflict and crisis.

Implementation research is needed to capture the degree to which existing solutions to address the access, quality, continuity and coherence of education are feasible, cost-efficient and being implemented as intended. These questions include:

- What are the levels of financial, material and human resources available to contribute to quality education?
  - How do providers overcome challenges related to a lack of available resources?
- How are interventions being implemented by education providers to maintain access, quality, continuity and coherence of education during times of conflict and crisis?
  - To what extent do interventions provide physical and emotional safety and wellbeing support to teachers and students who have been affected by crisis?
  - What mechanisms or platforms have facilitated collaboration and communication among stakeholders to ensure or enhance the implementation of interventions?
- How do different actors use data systems to inform the implementation of interventions?

Aim 4: Evaluate the impact of interventions that support quality education during times of conflict and crisis.

Effectiveness research is needed to determine what outcomes are achieved by interventions that target access, quality, continuity and coherence of education. These research questions include:

- To what extent are interventions effective in addressing access, quality, continuity and coherence of education during conflict and protracted crisis?
- In what ways (if at all) do interventions lead to positive and equitable academic and/or learning outcomes?
- In what ways (if at all) do interventions equitably contribute to outcomes related to physical and emotional safety, wellbeing and social emotional learning?
- How (if at all) have conflict and crisis-affected academic and/or learning outcomes and outcomes related to physical and emotional safety, wellbeing and social emotional learning?

- To what extent have interventions helped enhance the knowledge, skills and values to address drivers of conflict?
- How do stakeholders, including parents, students and community leaders, perceive the qualitative improvements in education provision resulting from interventions?

3. Community Engagement and Participation

Community engagement and participation refers to the ways in which community members and groups become involved in education, and how this affects the access, quality, continuity and coherence of education. A community is a complex network of individuals and relationships, which are dynamic over space and time. Understanding a community requires understanding the social, economic and cultural differentiation of place and peoples, without assuming that a community will necessarily have a shared sense of identity or be inclusive, harmonious, and committed to cooperation (Head, 2007).

This theme explores enablers and constraints to community involvement in education in which political economy drivers play a central role. It relates to all four drivers of learning (access, quality, continuity and coherence), focusing on how community involvement can improve these drivers and positively impact the stability and sustainability of education provision. Additionally, it examines how decision-makers in parallel systems engage with local communities to formulate policies and implement educational programmes..

Table 3. **Cross-cutting Themes for Theme 3**

Cross-Cutting Themes	Community Engagement and Participation
Inclusion, Equity, and Justice in Education	- Equitable participation by gender, age, disability, ethnicity, geography, socioeconomic status and displacement status in educational decision-making
Safety and Wellbeing in and through Schooling	- Engagement of parents and community members in designing school safety programs during times of conflicts and disasters
Policy Framing, Formulation, and Enactment towards Systems Strengthening	- Equitable participation of community members in formulating education policies around curriculum, teacher issues and financing - Participation of parents and community members in education program delivery and policy feedback

Aim 1: **Understand community perspectives of and involvement in education.**

Formative research is needed to understand the ways in which communities participate in different education provisions in conflict and protracted crisis settings. These questions include:

- What are the political economy-related factors that shape community participation in education?
- What are the expectations of different stakeholders regarding community participation and engagement in education?
- What motivates individuals and groups in the community to participate in education?
- What processes of community participation and engagement are occurring?

- o Who is included or excluded from the process of community participation? Why does this inclusion/exclusion occur? What formal and informal mechanisms encourage inclusion or exclusion? What (if any) effects does inclusion or exclusion have?
- o How are decisions made when communities participate?

Aim 2: Create feasible and desirable interventions (strategy, policy or programme) to improve community engagement and participation.

Design research is needed to develop contextually relevant solutions to improve community engagement and participation in education. These questions include:

- How do decision-makers engage with individuals and community groups when making policy decisions, such as for recruiting teachers, allocating resources, and planning activities within schools and other learning settings?
- To what extent is there coherence between community expectations for access, quality and continuity of education and policy-level decision-making?
- What interventions promote equitable community participation and decision-making regarding education policy and implementation?

Aim 3: Assess the implementation of different models of community engagement and participation.

Implementation research is needed to capture the degree to which existing solutions to address community engagement and participation are feasible, cost-efficient and being implemented as intended. These questions include:

- In what ways are communities participating and engaging in education?
- How do communities respond to safety and security concerns in areas experiencing conflict?
- To what extent is the model of community engagement and participation top-down versus bottom-up?

Aim 4: Evaluate the impact of different models of community engagement and participation.

Effectiveness research is needed to determine what outcomes are achieved by interventions that target community engagement and participation. These questions include:

- What are the most effective ways for communities to participate in delivering quality education?
- How (if at all) does community involvement in education support child protection, safeguarding, and student wellbeing?
- In what ways (if at all) does community involvement in education strengthen the overall education system?

4. Envisioning an Inclusive National Education System

An **inclusive education system** refers to the provision of a national system that caters for the educational needs of all learners, regardless of their backgrounds. Educational authorities must promote a system that mitigates linguistic, cultural and socioeconomic barriers that might prevent equitable access to, quality of and continuity in education for every child. An inclusive national education system can contribute not only to the achievement of holistic outcomes for all learners but also to broader societal impact by reducing inequalities and strengthening social cohesion and peace with justice.

The multiplicity of education authorities across ethnic regions has resulted in fragmentation of educational provisions, which limits student mobility across systems, progression of students and accreditation of their qualifications. In recognition of these challenges, as reported by workshop participants, many authorities are discussing a possible future national education system that could address the deeply rooted historical grievances of ethnic communities. Many of such discussions are reported to be framed around the possibility of designing and working towards a federal education system, and in some instances "bottom-up" federating of education might be underway, albeit in its nascence (South et al., 2024).

The data gathered from the KII interviews reveals a greater awareness of and appreciation for the diversity of education provisions in Myanmar. This appears to be motivating aspirations for an inclusive, national education system that promotes peace, social harmony and inclusion. However, it is unclear to what extent collaborative policy work is taking place between educational bodies. It has been observed that 'federalism' itself might in some instances be a particularly sensitive term, especially for education bodies operating under EAOs that may not themselves desire a federal future, fearing that it could undermine their vision of education as a means of preserving and promoting their particular ethnic identity, language, history and culture. Discussions and actions towards a national education system and federal education therefore vary regionally.

We expect this research design to engage with decision-makers and political leaders in ethnic, refugee, and migrant educational settings. This theme explores enablers and constraints to designing and realising an inclusive education system that aligns with the future political system that is still in formation. It relates especially to the coherence of education as a driver of learning, focusing particularly on how policies and practices related to teachers, language-in-education, accreditation and curriculum cohere with inclusive (perhaps federal) education principles and align across systems. This theme includes only formative and design research as it assumes that specific interventions to realise a re-envisioned national education system in Myanmar are yet to be fully sketched out.

Table 4: **Cross-Cutting Themes for Theme 4**

Cross-Cutting Themes	Envisioning an Inclusive National Education System
Inclusion, Equity, and Justice in Education	• Recognition of diversity in education provision across education systems in the Myanmar context • Coordination and collaboration across different education systems for coherence and recognition of educational qualifications
Policy Framing, Formulation, and Enactment towards Systems Strengthening	• Diverse education systems contributing to the creation of an inclusive national education system • Education policies that are aimed at recognising diverse needs and aspirations of the ethnic communities with the view of promoting peacebuilding and reconciliation • Local education systems implementing the visions of an inclusive national education system

Aim 1: Understand how different stakeholders conceptualise a national education system for Myanmar.

Formative research is needed to understand how different stakeholders across ethnic, refugee, and migrant education envision a national education system for Myanmar. These questions include:

- What are the aspirations and expectations of different stakeholders - including parents, educators and students - regarding the outcomes of education in Myanmar?
  - How do stakeholders envision the role of education in fostering national unity, cultural preservation and social cohesion in Myanmar?
- What are the possibilities for systems coherence within the current situation of education fragmentation?
  - Are there core principles and values related to education that enable coherence?
  - To what extent are policies (i.e. accreditation, teacher-related, language-in-education, curricular) coherent across diverse education systems?
  - What are the perceived enablers and barriers to achieving a national education system in Myanmar?
- What is the status of governance structures and educational policies in ethnic, refugee and migrant education systems in relation to the wider educational context of Myanmar?

Aim 2: Create feasible and desirable pathways for an inclusive national education system.

Design research is needed to develop contextually relevant pathways towards an inclusive national education system. Indicative design research questions include:

- What are the possibilities for an inclusive national education system?
  - How does strengthening diverse ethnic, refugee, and migrant education systems contribute to building a coherent national education system?
  - What enables and constrains the formation of an inclusive national education system in Myanmar?
- What are the perspectives of various education actors about the prospect of an inclusive national education system in Myanmar?
  - To what extent are ethnic, refugee, and migrant actors currently rehearsing an inclusive national education system?
  - How do stakeholders perceive the benefits and challenges of transitioning to an inclusive national education system?
- How might the proposition of an inclusive national education system address the challenges around inter-ethnic and political reconciliation in Myanmar?
- What kind of education system in Myanmar is perceived to maximise continuity and coherence across different ethnic, refugee, and migrant education systems?

D. Recommendations

We intend for this research agenda to guide education research in Myanmar. Our goal is to ensure that education research in Myanmar is designed to address the concerns and priorities of actors within ethnic, refugee, and migrant education systems. Myanmar is affected by ongoing armed conflict, multidimensional crises, mass displacement, and disruptions to education. It is crucial to recognise that collaboration with local education actors is key to producing research evidence that helps education providers to improve access, quality, continuity and coherence in education.

Research should therefore be collaborative, contextually relevant, conflict-sensitive, and leverage local resources where possible. This research agenda aims at broadly serving the research community that engages in policy-relevant and actionable research to support ethnic education systems, migrant and refugee education in Myanmar. In this sense, we have developed this research agenda as a resource beyond the ERICC Myanmar team for donors, civil society organisations, and the broader community of researchers, including graduate students who are considering education research projects inMyanmar.

It aims to encourage coordination, partnership and collaboration between different donors who fund research studies. We hope to build a coherent body of educational evidence to benefit policy and programming decisions in Myanmar. This will allow us to enhance the quality of learning amidst ongoing violence, protracted crises and political instability.

Moving forward, the ERICC programme plans to advance formative research under all four themes outlined in this agenda. In particular, we will undertake a comprehensive political economy analysis of education to reveal how education interacts with security, political, social and economic dynamics in the post-coup context in Myanmar. This study will also investigate the political economy of education sector coordination, considering the (in)coherence of different international, national and local actors with regard to the planning and delivery of education.

We will examine the theme on access to quality education in terms of equity, social cohesion and peace with justice, specifically paying attention to policy-level debates around how to establish an inclusive national education system that accommodates cultural diversity. Additionally, we will investigate the role of mother tongue-based multilingual education in addressing grievances of multilingual communities and in promoting the wider agenda of peace, justice and reconciliation in Myanmar.

Finally, we will engage in implementation research on teacher professional development and wellbeing, focusing in particular on an intervention led by the Inclusive Education Foundation and University College London to address teacher crisis in the context of mass displacement. This study will likewise establish the context for effectiveness research on the intervention.

We encourage other actors working in educational contexts in ethnic, refugee and migrant settings in Myanmar to advance design research in all themes and implementation and effectiveness research on relevant interventions, as is appropriate.

References

Aronowitz, S. and H. Giroux (1985) 'Radical Education and Transformative Intellectuals' in *Canadian Journal of Political and Social Theory*, IX(3): 48-63.
https://journals.uvic.ca/index.php/ctheory/article/view/14055

Foley, G. (1999) *Learning in Social Action*. London: Zed Books.

Head, B. (2007) 'Community Engagement: Participation on Whose Terms?' in *Australian Journal of Political Science*, 42(2): 441-454. https://doi.org/10.1080/10361140701513570

Inter-agency Network for Education in Emergencies (INEE) (2024) *Minimum Standards for Education*: *Preparedness, Response, Recovery*. New York: INEE.

Kim, H.Y., Tubbs Dolan, C., Aber, J.L, Diazgranados, S., Pherali, T. and the ERICC Consortium (2024) *A Conceptual Framework for Education Research in Conflict and Protracted Crisis (ERICC): Systematic,*

holistic approaches to Education Research, Policy and Practice. ERICC Technical Brief. New York: ERICC. https://doi.org/10.6084/m9.figshare.27135372.v2

Kirk, J. and R. Winthrop (2007) 'Promoting Quality Education in Refugee Contexts: Supporting Teacher Development in Northern Ethiopia' in *International Review of Education*, 53(5/6). https://www.jstor.org/stable/27715426

Oh, S.-A. (2010) *Education in Refugee Camps in Thailand: Policy, Practice and Paucity*. Background paper prepared for the Education for All Global Monitoring Report 2011. Paris: UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000190709

Østby, G., Aas Rustad, S. and K. Helskog (2022) *Children Affected by Armed Conflict, 1990-2022*. Prepared for the Peace Research Institute Oslo. Oslo: PRIO.

Rinehart, G., Pherali, T., Chase, E., Zaw, H.T. and T. Naing (2024a) *Diversity and Fragmentation of Myanmar Education: Schooling Shaped by Protracted Conflict and Crisis.* ERICC Working Paper. New York: IRC. https://doi.org/10.6084/m9.figshare.27105559.v3

Rinehart, G., Naing, T., Pherali, T., Chase, E. and H.T. Zaw (2024b) *Education Research Agenda in Conflict-Affected Contexts of Myanmar 2024*. ERICC Working Paper. New York: ERICC.

South, A., Stenning, E. and T. Schroeder (2024) 'Education Reform in Post-Coup Myanmar: Federalizing or Federating?' in *Contemporary Southeast Asia*, 46(2): 318-341.

Valenza, M. and C. Stoff (2023) *Crisis-Affected Children and Adolescents in Need of Education Support: New Estimates and Thematic Deep Dives*. Prepared for Education Cannot Wait. New York: ECW.