

Dichotomy of Education Provision Aftermath of the 2021 Military Coups in Myanmar

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Abstract

The military coup d'état in 2021 has significant impacts on the existing Myanmar education system and has created space for a resistance form of education that has become an imagined (ing) ideology of the revolutionary movement — demanding a federal democratic education system. The education in Myanmar has been utilized as a means of indoctrination and cultural assimilation for nation-building projects not only by successive military regimes but also by the resistance groups, such as the National Unity Government (NUG) and Ethnic Armed Resistance Organizations (EROs). Despite the right to education being a universal human right, millions of children and students in Myanmar have lost their educational pathways and have limited access to education under poly-crisis education interventions. This paper examines how the prolonged conflict and political dissent have affected the education of the young generation in Myanmar. By employing a qualitative research inquiry reaching out for KII interviews to school principals, teachers, students, and parents from both schools in the dual-education systems in Myanmar's current state, this paper examines the politicized national education system and the emerging forms of education, which leverages education to centralize control and promote nationalism (an imagined/imagining form of political community) including how the system expels those who cannot fit into it. This work will contribute to scholarly discourse on the understanding of contested forms of nation-building through education provision in Myanmar.