

Resilience of Community-Based Education in Chin State and Its Role in Localized Education Reform

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Abstract

After the 2021 Myanmar military coup, people in Chin State established community self-help schools which teach local languages through their flexible curricula and continue classes during wartime and resource scarcity. Chin community schools have built a strong local network which now operates when the junta government system fails. The schools teach local Chin languages to protect their cultural heritage while they distribute concealed digital resources to bypass government restrictions. The local leaders successfully maintain teacher dedication through military intimidation. Therefore, this study aims to investigate the resilience mechanisms of community self-help schools education in China State and their important role in leading to localized education reform. This study uses qualitative semi-structured individual interviews with five purposively sampled teachers representatives and school officers chosen for their methodological fit in capturing nuanced lived experiences and adaptive strategies in high-risk settings, followed by reflexive thematic analysis with NVivo, with triangulation and member checking ensuring validity under conflict constraints. The research presents "Sovereignty Through Schooling" as a key finding which demonstrates that schools gain community trust through their educational work instead of their official certification. The research demonstrates that local educational initiatives during wartime create better mental health outcomes for youths, preventing them from being lost. By examining these factors, the research seeks to inform policymakers and stakeholders in developing effective strategies to support these schools, and highlight the potential of community schools to bridge educational gaps, preserve cultural identity, and contribute to human development in Chin State, Myanmar.