

Operationalizing Pathways for Learning

Gray Rinehart

Abstract

This introductory paper outlines how the Pathways for Learning Study has been implemented in Myanmar contexts, in order to provide a foundation for the panel's two case papers and clothing synthesis. We begin by overviewing the ERICC Conceptual Framework as an evidence-based understanding of educational processes in settings affected by conflict and crisis. We then explain how this framework has been operationalized through the study, focusing on drivers of learning, holistic child outcomes, indicators of crisis exposure, and participant background characteristics.

We then situate the two focal education ecosystems - monastic and Karen - within Myanmar's broader political economy of education before turning to the technical and ethical work of co-designing research instruments for the study. We describe this co-design process between Global North and South institutions, and how we confronted neocolonial dynamics. We believe it important to offer broad lessons for future North-South evidence-building partnerships in Myanmar.