

Implications of Findings

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Abstract

This concluding paper brings together findings from the two study settings and interprets them through three lenses:

The ERICC Conceptual Framework (Kim et al., 2026);

The political economy of education in contemporary Myanmar (Rinehart, Sa Phyo Arkar, and Phearli, in development); and

A social justice perspective on education in conflict-affected contexts (Novelli, Lopes Cardozo and Smith, 2027).

It is important to note that this is not to be a comparative exercise between the monastic and Karen schooling settings; each has distinct governance and educational processes (curricular, pedagogical, community-orientations, etc.), and each operate amid very different backdrops, that preclude direct comparisons. Rather, this paper structures what the first wave of evidence from the Pathways for Learning study suggests about how schooling operates in conflict- and crisis-affected environments.

The paper will also draw out implications for Myanmar/Burma studies and the field of Education in Emergencies by highlighting how findings elucidate or complicate assumptions about education in Myanmar and broader humanitarian settings. We will close our panel with reflections on what the evidence suggests about the spaces 'between crisis and possibility' and the intersections of education and social change.