

**YANGON UNIVERSITY OF ECONOMICS  
MASTER OF PUBLIC ADMINISTRATION PROGRAMME**

**THE EFFECTS OF ARMED CONFLICT ON FORMAL  
EDUCATION OF KAYIN ETHNICS IN KAYIN STATE**

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**MASTER OF PUBLIC ADMINISTRATION PROGRAMME**

**THE EFFECTS OF ARMED CONFLICT ON FORMAL  
EDUCATION OF KAYIN ETHNICS IN KAYIN STATE**

A thesis submitted as a partial fulfillment of the requirements for the degree of  
Master of Public Administration (MPA)

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## **ABSTRACT**

Armed conflict destroys not just school infrastructure, but also the hopes and ambitions of children in the conflict affected areas. The objective of the study is to analyze the effects of Armed Conflict on Formal Education of Kayin Ethnic living in the conflict affected areas in Kayin State and to examine the role of Non-Governmental Organizations (NGOs) in Non Formal Education Programs. The study was used in multistage sampling. The unit of respondent is parents, teachers and village elders/leaders from 15 villages under five townships in Kayin State and 291 respondents were randomly selected from the villages. The study investigates that people were injured, killed, displaced and lost property during armed conflicts. Furthermore, insecurity, insufficient school facilities and economic instability were negative effects of armed conflict on children's education. The number of children out of school was high during the time of conflicts and literacy rate was low. Armed conflicts made a barrier to enrollment and participation in Education, worsen educational attainment and creating inequalities of education for the children in conflict affected areas. The study supports the relationship of conflict and outcomes of education. The study provides evidence that children in the conflict affected areas in Kayin State have more access to education after signing of Nationwide Ceasefire Agreement (NCA) which ceased armed conflict in the region.

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## **LIST OF ABBREVIATIONS**

BGF	Border Guard Force
CLMV	Cambodia, Lao PDR, Myanmar and Vietnam
CBOs	Community Based Organizations
DD	Difference-in-Differences
EAOs	Ethnic Armed Organizations
EWEC	East-West Economic Corridor
DKBA	Democratic Karen Buddhist Army
FBOs	Faith-Based Organizations
FE	Fixed-Effects
GAD	General Administration Department
GDP	Gross Domestic Product
GRID	Global Report on Internal Displacement
IDP	Internally Displaced People
IHS	Integrated Household Survey
IPUMS-I	Integrated Public-Use Microdata Series-International
IRC	International Rescue Committee
KED	Karen Education Department
KNLA	Karen National Liberation Army
KNU	Karen National Union
KRCEE	Karen Refugee Committee Education Entity
KSEAG	Karen State Education Assistance Group
KTTC	Karen Teachers Training College
KTWG	Karen Teacher Working Group
LP	Linear Probability
MDHS	Myanmar Demographic and Health Survey

MICS	Multiple Indicator Cluster Survey
MIMU	Myanmar Information Management Unit
MoE	Ministry of Education
MPHC	Myanmar Population and Housing Census
PRIO	Peace Research Institute, Oslo
NCA	Nationwide Ceasefire Agreement
NEC	National Education Committee
NFE	Non-Formal Education
NFHS	National Family Health Survey for India
NGOs	Non-Governmental Organizations
NSAs	Non-State Actors
SDGs	Sustainable Development Goals
SPSS	Statistical Package for the Social Science
SSA	Sub-Saharan Africa
TLSS	Tajik Living Standards Surveys
TSCS	Time-Series Cross-Sectional
TTC	Teachers Training College
UN	United Nations
UNGEI	United Nations Girls' Education Initiative
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
VTAs	Village Tract Administrator
VTC	Village Tract Chairperson

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Rationale of the Study**

There is no controversy about the importance of education on the economic wellbeing of individuals and nations. Education is a basic human right. It offers a substantial part of developing capacities of human and the way to improve the development of a country as well. Therefore, many international programs and goals have been developed to attain universal primary education around the world. Since 1948, the Universal Declaration of Human Rights has stated about the right of education in Article 26. In that statement, everyone should have the right to education, and even when complete education cannot be provided, fundamental primary education should be free (UN, 1948). Moreover, the World Declaration on Education for All held in Jomtien, Thailand 1990, indicated that education is a human right and every child should receive this right (UNESCO, 1990). In September 2000, the United Nations set up the Millennium Development Goals (UN, 2000). To achieve universal primary education was one of the goals in SDGs. However, it could not reach the target by 2015. Based on the outcomes of SDGs, the United Nations declared 17 Sustainable Development Goals (SDGs) which include three sustainable development dimensions, social, economic and environmental. ‘To achieve equitable education for all’ is one of the SDGs by 2030 (UN, 2015).

According to (UNESCO, 2013), globally, the number of children out of school has fallen, from 60 million in 2008 to 57 million in 2011. However, the benefits of this progress have not reached children in conflict-affected countries. These children make up 22% of the world’s primary school-aged population, yet they comprise 50% of children who are denied an education, a proportion that has increased from 42% in 2008. Of the

28.5 million primary school-age children out of school in conflict-affected countries, 12.6 million live in sub-Saharan Africa, 5.3 million live in South and West Asia, and 4 million live in the Arab States. The vast majorities, 95%, live in low and lower middle income countries.

In 2015, about 264 million children under 18 years old did not attend school around the world. Approximately 61 million children who aged 6-11 years did not attend primary school. Most of the child dropouts from school were found in developing regions which involved the Sub-Saharan Africa region (32 million), followed by Central Asia (11 million) and Southern Asia (6 million) respectively (UNESCO, 2017).

The out of school rate also varies by regions among Southeast Asian nations, especially in Cambodia, Lao PDR, Myanmar and Vietnam (CLMV). Vietnam is a country which had the lowest inequality in terms of educational opportunities among children in the CLMV region. Vietnam was the lowest out of school rate at 1.9 percent for those aged 6 to 10 years in 2014 (Vietnam MICS, 2013-2014) and the rates for Lao PDR, Cambodia, and Myanmar was 14.8 percent for those aged 6 to 10 years in 2012 (Lao PDR LSIS, 2011-2012) and 17.6 percent for those aged 6 to 12 years in 2014 (Cambodia DHS, 2014). In Myanmar, almost 3.4 million children aged 5 to 9 years were attending school, and 1.3 million children were out of school in Myanmar (Department of Population, 2017).

Myanmar is one of the most ethnically diverse countries all over the world, home to more than 135 different ethnic groups, each with its own history, culture and language. The country is divided into seven regions and seven states. The seven largest minority nationalities are the Kachin, the Karenni (occasionally called Kayah), the Karen (occasionally called Kayin), the Chin, the Mon, the Rakhine, and the Shan. Burma is divided into seven States, each named after these seven ethnic nationalities, and seven Regions (previously called Divisions), which are essentially occupied by Burma (Oxford Burma Alliance, 2019 & Smith, 1994). According to Myanmar Population and Housing Census 2014, Myanmar had 51,486,253 population which included 24,824,586 male and 26,661,667 female (Department of Population, 2015). Among these population, Burmese people are the predominant ethnic group at 68% of the Myanmar population. The other ethnic minorities make up the remaining 32% of the population.

Furthermore, Myanmar is one of the countries where armed conflict occurred. Ethnic conflict defined Myanmar even before formal independence in January 1948. Growing conflicts and over sixty years of civil war have preserved a sense of ethnic identity in what was before often only a language or ethno religious classification and still separated by religion and ethnic origin. According to the latest Global Education Monitoring Report (2016), armed conflict is one of the greatest obstacles to progress in education. Although no specific estimates can be made in the case of Myanmar for lack of data, the negative effects of armed conflict on education can be assumed as critical determinant factors in elsewhere (UNESCO, 2016).

Kayin State has witnessed a long history of conflict and maintains high level of militarization. The Karen National Union (KNU) was established one year before independence in 1947. A political agreement with the newly independent government had failed and thus, the KNU went underground in 1949. For much of the next half-century, the KNU operated as a de facto government, controlling huge swathes of territory across Kayin State. From the early 1950s, the KNU was fighting a protracted rearguard operation. By the 1990s, it had lost control of most of its once extensive 'liberated zones'. The decline of the KNU was intensified by the defection in late 1994. The Democratic Karen Buddhist Army (DKBA) was established in protest against the Christian domination of the KNU under its long-term strongman Gen. Within a few years of its 1994 formation, the DKBA had overtaken the KNU/KNLA as the militarily and economically most powerful Karen non-state actor (South, 2011).

Other KNU/KNLA armed factions involved the Karen Peace Force (KPF, established 1997), the 'P'doh Aung San Group (formed 1998, by the defection of the influential KNU forestry minister), the KNU/KNLA Peace Council (2007), and a small ceasefire group in Taungoo District, northern Kayin State (1998), as well as several local militias. Numerous of these groups have been transformed as a result of the government's Border Guard Force (BGF) initiative. Actually, the Armed Conflicts have persisted to the present day, albeit now with temporary ceasefires or de facto truces in place. Many displaced and thousands of refugees have fled into Thailand in successive waves since the 1980s. According to the announcement of Royal Thai Government in 2015, the

majority of the Myanmar refugee population in Thailand is in fact from Kayin with about 119,000 living in refugee camps (South & Jolliffe, 2015).

Under the 2008 constitution, the country is demarcated administratively into seven predominantly ethnic nationality-populated States and seven Regions. The government divides the Kayin (Karen) State into seven townships. The KNU meanwhile has organized the Karen free state of Kawthoolei into seven districts, each of which corresponds to a KNLA brigade area: First Brigade (Thaton), Second Brigade (Taungoo), Third Brigade (Nyaunglebin), Fourth Brigade (Dawei), Fifth Brigade (Hpapun), Sixth Brigade (Duplaya: known as Kyainseikkyi) and Seventh Brigade (Hpa-An). Each KNU district is divided into townships (28 in total), and thence into village tracts (groups of villages administered as a unit by the KNU). These do not correspond with the central governments' administrative divisions. School in conflict areas faced difficulties operating during the whole academic year (South, 2011).

In Myanmar, the educational status of people was larger difference among States and Regions. The educational status of people who stayed in the conflict-affected area was lower than other area of Myanmar. The lowest proportion of highly educated was recorded in Kayin (3.6 percent). Furthermore, the youth literacy rates of Kayin and school attendance rates for children of primary age (both sexes) were second-lowest among all States and Regions (86.8 percent and 65.2 percent respectively). Indeed, in Kayin over a third of the female population aged 25 and over (35.6 percent) had completed no level of education. The literacy rate for Kayin State is 74.4%, lower than the Union literacy rate of 89.5%. Literacy rates are higher for males (78.4%) than females (70.9%). Nationwide Ceasefire Agreement (NCA) was signed by the Government of Republic of the Union of Myanmar and eight Ethnic Armed Organizations (EAOs) on 15<sup>th</sup> October 2015. Total number of illiterate households in Karen is ranked as second after Shan according to the report of 2014 MPHC (Department of Population, 2017). Therefore, this study has planned to focus on the effects of armed conflict on formal education before and after signing the NCA and implementation status of NFE in the Kayin State of Myanmar.



## **1.2 Objective of the Study**

The objectives of the study are to analyze the effects of armed conflict on formal education and to examine the role of Non-Governmental Organizations (NGOs) in Non Formal Education programmes.

## **1.3 Method of the Study**

This study was based on both primary and secondary data. Multistage sampling method was applied in this study to choose the conflict affected areas. There are seven townships (Hpapun, Hlaingbwe, Hpa-an, Kawkareik, Kyarinseikkyi, Myawaddy and Thandaungyi) and 2097 villages in Kayin State. Among them, most of the armed conflicts were occurred in Hpapun, Hlaingbwe, Hpa-an, Kawkareik, Kyarinseikkyi where the KNU brigades no. 1, 5, 6 and 7 exist. Therefore, these five townships are focused for data collection in this study. The conflict affected areas (villages) were selected by using purposive sampling method. The expected sample was 291 parents/respondents from 15 villages and teachers or village leaders were also being asked in each village. The data will be collected through the use of structured questionnaire and interview methods. Both quantitative and qualitative methods were applied in this study. In order to know the challenges of non-formal education program, represented person from the NGOs were also asked in this study. Secondary data was also utilized.

## **1.4 Scope and Limitations of the Study**

There are seven States, seven Regions and one Union Territory (Nay Pyi Taw) in Myanmar. Ethnic conflict occurs in most of the States/Regions such as Kachin, Shan, Kayah, Rakhine, Kayin, Mon, Bago and Tanintharyi. This study focus on the villages in five out of seven townships that have been assumed as the areas of conflict affected in Kayin State. Study population is parents, teacher, village elders/leaders and representative person from NGOs that implementing non-formal education program in these areas. There are some limitations such as more time consuming for data collection according to the situation of safety, security and restriction from Ethnic Armed Organizations.

## **1.5 Organization of the Study**

This paper consists of five chapters: Chapter (1) is introduction that includes the Rationale, Objectives, Method of the Study, Scope and Limitation of the Study, and Organization of the Study. Chapter (2) presents description of Literature Review including Definitions of Armed Conflict and Education, Armed Conflict Areas around the World, Theory of Access to Education and Review of Previous Studies, Chapter (3) focus on Overview of Kayin State including Profile, Demographic Situation and Economic Condition of Kayin State, Political Context and Local Governance Structures, Education Providers and Systems, General Education and Enrollment rate, Government Education Services and Outside of the Government Education System in Kayin State, Chapter (4) includes Survey Analysis including Survey Profile, Design and Analysis on the Effects of Armed Conflict on Formal Education of Kayin Ethnic in Kayin State by using descriptive method and Chapter (5) concludes with Findings and Suggestions based on the survey analysis.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Definition of Armed Conflict and Definition of Education**

Project Ploughshares defines an armed conflict as: “a political conflict in which armed combat involves the armed forces of at least one state (or one or more armed factions seeking to gain control of all or part of the state), and in which at least 1,000 people have been killed by the fighting during the course of the conflict” (Project Ploughshares, 2018).

Based on international humanitarian law, there are three forms of conflicts which are international armed conflict, internationalized armed conflict, and non-international armed conflict.

According to the Geneva Conventions of 1949, common article 2, it defines that “all cases of declared war or of any armed conflict that may arise between two or more high contracting parties, even if the state of war is not recognized, the Convention shall also apply to all cases of partial or total occupation of the territory of a high contracting party even if the said occupation meets with no armed resistance” (Gutteridge, 1949). Thus, the occurrence of international armed conflict is a conflict between the legal armed forces of two different states. A good example of international armed conflict would be the North Korean- South Korean war of 1950 (Chelimo, 2011).

The situation of an internationalized armed conflict can happen when a war occurs between two different groups fighting internally but maintained by two different states (Stewart, 2003). The most obvious example of an internationalized armed conflict was the conflict in the Democratic Republic of Congo in 1998 when the forces from Rwanda, Angola, Zimbabwe and Uganda intervened to support various groups in the DRC (Stewart, 2003).

In the common article 3 of the Geneva Conventions, it defines “armed conflicts that are non-international in nature occurring in one of the High contracting parties” (Gutteridge, 1949). Common article 3 also indicates that it does not apply to other forms of violence such as riots, isolated and sporadic acts of violence. There are two variables to categorize a non-international armed conflict: first, the conflicts have to reach a certain minimum level of intensity and form in a collective character; and second, there has to be a level of organization of the parties (Vite, 2009).

Regarding education, true education is the harmonious development of the four dimensions of life which are the physical, mental, moral and social of human beings. Furthermore, education is the process of conveying anticipated change into the behaviour of human beings. It can also be defined as the process of imparting or attaining knowledge and habits through instruction or study. Sociologist Rodney Stark states, “Education is the cheapest, most rapid, and most reliable path to economic advancement under present conditions” (Sharma, 2016). There are three types of educations which are formal education, informal education and non-formal education.

Formal education or formal learning usually takes place in the buildings of the school, where a person may study basic, academic, or trade skills. Small children usually attend a nursery or kindergarten but often formal education begins in elementary school and continues with secondary school. The formal education is provided by particularly qualified teachers, they are supposed to be effective in the art of teaching. Both the student and the teacher are aware of the facts and engage themselves in the process of education. The example of formal education are running from primary school through the university, chronologically graded education system, learning in a classroom, school grading/certification, college, university degrees and planned education of many kinds of subjects having an appropriate curriculum acquired by attending the institution (Zubair, 2019; Sharma, 2016 ).

Informal education is non-system view of learning. Informal education looks like teaching of parent to a child how to prepare food or ride a bicycle. Reading books from a library or websites is also informal education. In this type of education, conscious efforts are not included. Different from formal education, informal education is not conveyed by an institution such as school, college or university. Informal education is not provided

any fixed timetable and set curriculum. Informal education contains experiences and essentially living in the family or community. The example of formal education is teaching the child some fundamentals such as numeric characters and learning his/her mother tongue (Zubair, 2019).

According to Rogers (2007) quoted Coombs and Ahmed who were defining non-formal education as "any organized educational activity outside the established formal system whether operating separately or as an important feature of some broader activity that is intended to serve identified learning clienteles and learning objectives". According to Zubair (2019), NFE is planned and takes place apart from the school system. In NFE, timetable and curriculum can be modifiable and no limitation of age. NFE includes learning of professional skills and different from the formal education which is NFE is practical and vocational education. The example of NFE is body fitness programs, community-based adult education courses and free courses for adult education conducted by some organization.

## **2.2 Armed Conflict Areas around the World**

Numerous armed conflicts are currently taking place around the world including those involving warring parties within a single state (non-international armed conflicts) and those involving armed forces from two or more states (international armed conflicts). In 2016, armed conflicts killed more than a hundred thousand people; countless survivors were maimed, tortured, raped, forcibly displaced, or otherwise seriously abused. By the end of 2016, 65 million people around the world remained displaced by armed conflict; the largest number ever recorded (Amnesty International, 2019).

Conflicts generally result in the loss of livelihoods and changes in social roles for men and women. Upheaval of support structures during conflict causes insecurity and fear, which in turn amplifies existing power dynamics and inequalities in families and societies. Girls, women, boys, and men have different experiences, face different risks, and have different ways of coping. In conflict-affected environments, armed conflict, insecurity, and associated displacement have a devastating effect on the availability of, access to, and quality of education for all children. During the conflict, educational needs change and different barriers to education for girls and boys emerge or become more evident (UNGEI, 2007).

Armed conflict has been engaging serious issues around the world for long years. Nowadays, armed conflict was decreased globally, but some middle east country (Iraq, Saria, Libya, Afghanistan and so on) and some African country like a Congo is still entrenching the internal violence lasting for years. Developing countries are suffering side effect of conflict and 46 percent are in Africa followed the data from World Bank. Social, health, education, economic and many other problems are happening from being of armed conflict. The beginning of conflict is the seizure of power by civil or military.

There were 39 countries as affected by armed conflict in the period 1999-2014. Eight out of 39 countries were no longer identified as conflict-affected in 2013 which include Angola, Eritrea, Georgia, Guinea, Rwanda, Serbia, Sierra Leone and Timor-Leste. Conflict has continuously occurred in other remaining countries, Afghanistan, Algeria, Burundi, Chad, Colombia, Democratic Republic of the Congo, Côte d'Ivoire, Ethiopia, India, Indonesia, Iraq, Liberia, Myanmar, Nepal, Nigeria, Pakistan, Philippines, Russian Federation, Somalia, Sri Lanka, Sudan, Thailand, Turkey, Uganda, Yemen, Iran, Libya, Mali, Niger, South Sudan and Syria (Global Monitoring Report cited by Educate A Child, 2019).

Armed conflicts have destroyed the country economy and also school and health sectors. Those effects were going to impact on population and mortality rate. The effect of armed conflict will be prolonged until after the end of the conflict (World Bank, 2004). In addition, a researcher who studied the impact of conflict on children's education, physical, health and child development found that children education and health was getting bad impact via armed conflict. Evans and Miguel (2007) and Kobiane et al. (2005) examined children were getting killing and sexual abuse from fighter or who wanted to fight with government or military in the country. Schools and hospitals are often closed, got attacking, and destroyed by fighters (Kibris and Metternich, 2016). Gupta et al. (2004) said that school has never closed but children cannot go to school because they are getting afraid killing by fighters, therefore, the role of education was going down in conflict zone. The reduction of families' resources has negative effects on children's schooling and health by Thomas et al. (2004).

Estimation of between 800,000 and one million children were less of education in 2005. Even university students did not have a chance to go to the university because the

condition of conflict was caused the barrier to open the universities by Sany (2010). Poor life and inequality of education is the root of conflict. During armed conflict, the teacher and student were death by fighter (Buckland, 2005). Conflict can be caused a damaging and pernicious socio-psychological impact on students (Sany, 2010).

There are many conflict-affected areas around the world and declining economic condition was found as a consequence of conflicts. Therefore, parents in the household could not afford to enroll their children to school. In India, children have been working on the farm as parents could not hire the labour for agricultural activities in the conflict-affected area (Jacoby et al., 1997). In 1996, Machel pointed out the negative consequence of armed conflict on gender. Author mentioned that girls might stay at home to avoid sexual abuse during armed conflicts, therefore, girls would not have a chance to attend school.

When focused on the health sector, the civil war was a serious problem for increasing the mortality rate. Ascherio et al. (1992) showed that the mortality of children (under 5 years old) was increased in the regions where affected by conflict. Furthermore, teachers and students could not go to school during the time of conflict and thus, the school enrollment rate was declined in the conflict-affected region (Sany, 2010).

The direct effects of combat on child health may include injury, illness, psychological trauma, and death. Effect of political, social, economic and environmental factors resulting from conflicts were caused indirect effect on children. Dangerous living conditions, environmental hazards, damaging infrastructure and insufficient safe water are a threat to health and living standard of people in conflict-affected areas. The destruction of medical and public health sectors can induce difficult way to treat affected children in armed conflict zone.

Bundervoet et al. (2009) and Verwimp (2012) in Burundi; Mansour and Rees (2012) in Palestine; Akresh et al. (2011) in Rwanda; Parlow (2012) in Kashmir; Tranchant et al. (2014) in India; and Minoiu and Shemyakina (2014) in Ivory Coast examined the effect of armed conflict on health. Those authors used the way of anthropometric measurement as the child's height-for-age Z-scores or child's weight as health measures. This study showed that conflict-exposed children had lower height-for-age Z-scores or lower weight compared to children not exposed to conflict.

All families left their house when conflict happen and relocate in the camp. Some people across international borders and stayed as refugees in other countries. According to the report of UNICEF (2016), children might separate from their families in the time of armed conflict and children would suffer infections, psychological trauma and exploitation which can cause negative impact on child development. ISSOP (2018) and Slone et al. (2016) examined that poor conditions in education and economics status will have negative consequences for the new generation's life cycle.

Armed Conflict continues to destroy both school infrastructure and the motivations of a whole generation of children, especially in the world's poorest countries. Education systems are affected according to duration, intensity and localization of armed conflict. Conflict affects in many different ways which include death or movement of teachers and students, destruction of schools and educational infrastructure, declining enrollment rate during periods of armed conflict, increasing teacher absenteeism, threatening the security of children while travelling to school, increasing child labor and early married and involving in the military (Educate A Child, 2019).

### **2.3 Internally and Externally Displaced by Armed Conflicts**

In 2018, out of Sixty-one per cent of the new displacements, 39 per cent or 10.8 million by conflict was recorded. Displacement associated with internal conflict increased considerably compared with 2017. The countries with the highest number of new displacements associated with conflict were the Democratic Republic of the Congo (DRC), Syria, Somalia, Central African Republic (CAR) and Afghanistan. New waves of conflict created displacement in Nigeria and Cameroon that were among the ten worst-affected countries globally (GRID, 2019).

Armed Conflicts are a major cause of forced displacement. Many of the effects whether internally or externally displaced are the same which are loss of family, possessions and home. People were forced to leave their home, their family and possessions as the consequences of armed conflicts (Humble, 2005). Many of the refugees around the world have fled their motherland due to the Armed Conflict. 25.9 million of refugees have been fled from home and 41.3 million people were internally displaced by armed conflict globally according to the data of UNHCR, 2018. Displacement can prevent access to education of displaced children. They have kept away from attending



class for months or years or they may drop out early which could lead to the long term consequences on the well-being of displaced people.

The exact number of internally displaced children worldwide is unknown but the estimated numbers were over 17 million at the end of 2018. Many children living in internal displacement prevented from education. Significant barriers to accessing education in many displacement situations were insecurity, social tensions, discrimination and lack of capacity and resources including inadequate educational infrastructures, no qualified teachers or no certified examinations. Accessing to quality inclusive education provides significant economic, social and health benefits to displaced people and host communities which will help to strengthen cohesive societies and it is a crucial factor in fighting prejudice, stereotypes and discrimination. In order to address the causes of displacement and to prevent future conflicts, livelihood opportunities and socioeconomic development should be supported for all (UNICEF, 2019).

### **2.3 Theory of Access to Education**

Although the term “access”, has no precise definition, the word “access” is frequently used by property analysts and social theorists (Ribot & Peluso, 2003). Ribot and Peluso expressed that access is the advantage of the ability received from resources such as community, organizations, individuals, material objects and symbols. Ribot and Peluso (2003) emphasized more on the “ability” than the “rights” to benefit from the material objects and aims to analyze the simplified theory concerning the individuals who really profit from natural resources. “Ability” is similar to the power combining both capabilities, which is effect concerning the characteristics of individuals and power, which is the planned and unplanned determinants of social relations (Ribot & Peluso, 2003).

Mechanisms of access can be categorized into two groups, i.e., “right-based access” and “structural and relational mechanisms of access”. The characteristics of these mechanisms of access are sanctioned (conventions, laws and customs), unsanctioned (violence), structural (as in associations of economic) and involve direct and indirect mechanisms of access, possessions, structures or individuals. Among all of these characteristics, some access mechanisms are influenced by “right-based access” and some are influenced by “structural and relational mechanisms of access”. Sanctioned and

unsanctioned access mechanisms can be categorized as right-based access (Ribot & Peluso, 2003).

The meaning of “right-based” is to enact how to gain, control and maintain access benefits consisting of employment, authority, shops, expertise and knowledge in society, associations, state, public and the government. Laws and policies affecting access, include property rights, protections for species, taxes and licenses (Nelson, 1986). In addition, the second characteristic is the structural and relational mechanisms of access which involves gaining benefits from political, economic and cultural resources.

Rights to education are frequently unequal among children because of social, cultural, economic and political norms. According to the Tomasevski (2001), the right to education is associated with a scheme of the “4A” outlays availability; accessibility, acceptability and adaptability.

### **Availability**

Availability is the first step of the right to education. Availability in education means the permission from the government to establish schools, to invest in the school establishment, and to make sure that education is available (Tomaševski, 2001).

### **Accessibility**

Access is determined for all levels of education. Government implements free compulsory education and equal opportunities for all children to access education. However, education can be delayed among children because of requirements for birth certificates, the distance of the school from the residence, transportation, and children residing with parents with frequent conflicts, financial problems of family members and children and physical and mental difficulties (Tomaševski, 2001).

### **Acceptability**

In the acceptability, the standards of the school must have quality in each field. Teachers in schools have to be skillful in teaching and professional. The rights of learners as to health and safety have to be set. Respecting the diversity, religion, religiousness, the instructions in the set language and discipline of the school have to be appreciated by the government (Tomaševski, 2001).

## **Adaptability**

Adaptability mainly focuses on children with physical and mental challenges, working children and their rights to education. The education system needs to change to adjust for all individuals apart from the historic culture of excluding children with physical and mental challenges and working children. Access to education depends on the system of education. Children with physical and mental challenges are frequently excluded from schools and deprived of adaptability in schools. They can be involved in education. Therefore, education has to take account for all children whatever physical and mental challenges and working conditions they may have (Tomaševski, 2001).

## **2.4 Review on Previous Studies**

Education and armed conflict are related to each other and many researchers who studied to show the evidence of these interactions. Diwakar (2015) studied the effect of armed conflict on education in Iraq. This author used the way to know the condition of education by enrolment rates and years of schooling within the armed conflict situation and also used the way to measure the mortality rate with civilian deaths and conflict incidents. The result showed that education was decreased for both genders while conflict increased.

Hoenig (2019) studied the effect of conflict on education by taking evidence from Sierra Leone. Authors employed a difference-in-differences (DD) strategy to investigate the long-run impact of the Sierra Leonean civil war on the education of young people at school age during the conflict. Source of data for this study was the Sierra Leonean Integrated Household Survey (IHS) 2011 which was a general representative individual-level survey. Author found that pre-school, primary school and secondary school-aged children suffer an educational loss of between 0.3 and 0.5 years of schooling per one standard deviation increase in conflict intensity.

Omoeva et al., (2016) studied the effects of armed conflict on educational attainment and inequality. Authors employed a difference-in-differences (DD) strategy to examine the effect of conflict on outcomes of education, by comparing the change in outcomes in pre and post-conflict periods between treatment and control countries. Authors drew educational attainment data from three public used household survey data: Multiple Indicator Cluster Survey (MICS) administered by UNICEF, the Demographic

and Health Surveys (DHS) program funded by USAID and administered by ICF international, and the Integrated Public-Use Microdata Series-International (IPUMS-I). Authors found that mean years of schooling were only moderately negatively affected by conflict, on average, and that the estimated effects were not statistically significant. Relative to the mean years of schooling among conflict-affected countries, the incidence of conflict lowers attainment by between 3 percent and 7.6 percent of a year of schooling. And also authors found that non-ethnic conflicts had a small and insignificant effect on inequality while ethnic conflicts had a larger and statistically significant effect on inequality.

Cervantes & Cano (2016) performed a multifocal review regarding the impact of armed conflicts on education and educational agents. The objective was to determine the short and long-term impact of armed conflicts on education and educational agents such as teachers, students and students' parents. Authors found 60 qualitative research reports (voices) in two databases: Web of Science and PROQUEST in the period between 1995 until 2014. Authors combined the voices in nine categories which were highlighted the serious consequences arising from conflicts, infringing as they do the most basic human rights and in particular the right to a sound education during childhood. Authors found that the most affected places by the conflicts area were Nepal, Uganda and Colombia and the most studies mentioned that refusal and impediments to a return to education, loss of the educational and protective functions of the family.

Ouili (2017) analyzed the effect of conflict on children's schooling and child mortality from 1999 to 2011 in the Ivorian political instability. The result showed that older student could not enroll to the school at least for two years and mortality of children under 5 years old was 3% which was high within conflict time in Ivory Coast, Africa. In Second World War, Austrian and German which ten years old children have received less education when compared with the children in Switzerland and Sweden as parents from Austrian and German were directly involved in the conflict and children did not have full opportunity accessing to education by Ichino and Ebmer (2004). Different types of conflict including armed conflict may cause a negative effect on education because education institutes such as school and university could not open as scheduled.

Islam et al., (2015) studied the long term effect of civil conflict on education, earning and fertility in Cambodia between 1970 and 1979. Authors used Cambodian Genocide Database for this study. Authors found that exposure to civil conflicts during primary school age, on average, reduced the educational attainment of men by 0.9 to 1.1 years and the educational attainment of women by 0.6 to 0.9 years. Author found that exposure to civil conflicts during primary school age lowers the earnings of men between 6.6 percent and 8.6 percent, but not the earnings of women. Moreover, the authors found that exposure to civil conflicts during primary school age increases female completed fertility by 0.04 births per women, which translates to reduced fertility of 0.23 births for each additional year of completed schooling.

Poirier (2012) studied the effects of armed conflict on schooling in Sub-Saharan Africa (SSA). The objective is to find the preliminary results on the effects of war on education by using a broad sample of countries in the SSA region. Author used time-series cross-sectional (TSCS) database and author selected 43 countries as a sample in SSA from 1950 to 2010. Moreover, the author took the information of conflict from the Peace Research Institute, Oslo (PRIO). The author faced a lack of data in some countries. Author conducted these empirical analyses to explore the behaviour patterns of education variables during the period of armed conflict. Author tested the influence of numerous economic, social and political variables on education variables. In this situation, the author used the simple method of fixed-effects (FE) regression, one for each SSA country. Author found that the conflicts, and specifically civil wars, had a strong negative effect on the performances of education among the study countries. During the times of conflicts, the rate of children not attending school, and secondary school enrollment rate were declined. Author stated that if an extra 1% only of the GDP were allocated to education expenditure, the rate of children not attending school would decrease by 1.7%, moreover, the completion rates of primary and secondary schools would increase by 4.4% and by 2.6% respectively. In this study, the author did not mention the rate of primary school completion to be significantly affected by conflict.

Shemyakina (2011) studied the effect of armed conflict on the accumulation of schooling in Tajikistan. The author used secondary data from the 1999 and 2003 Tajik Living Standards Surveys (TLSS). The objective was to discuss the impact of civil

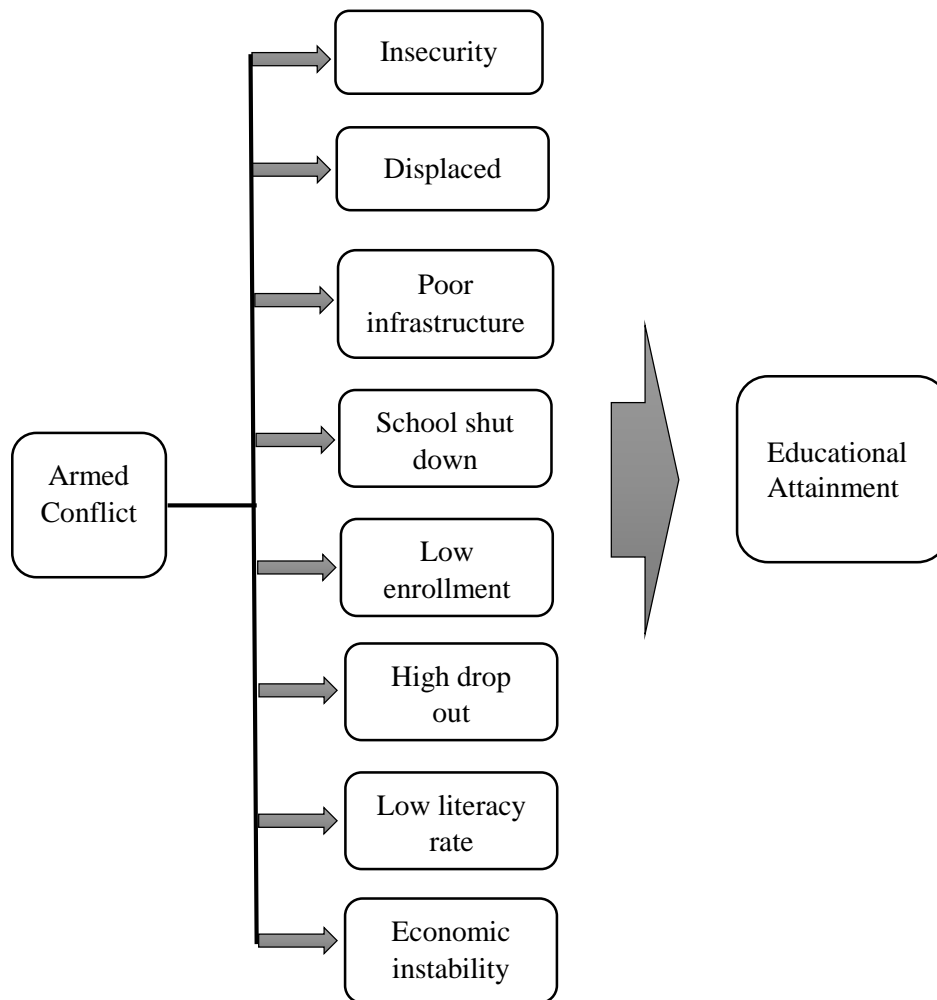
conflicts on micro-economic situation, and especially, to comprehend a relationship between armed conflict and accumulation of education. Author used three variables to compare the level of conflict experience on school enrollment and school grades accomplished by individuals. Author applied the linear probability (LP) model with fixed effects method in this study. Author evaluated the effect of the conflict on school enrollment by children aged 7-15 years and applied the difference in differences approach to examine whether the exposure to conflict-affected the probability of accomplishment of compulsory schooling by adults. Author found that school-age girls who were of during the conflict and lived in conflict-affected regions were 12.3 percent less likely to complete mandatory schooling compared to girls who had the opportunity to complete their schooling before the conflict started and 7% less likely to complete school than girls of the same age who lived in regions relatively unaffected by conflict. Therefore, the author concluded the armed conflict in Tajikistan may have created significant regional and generational disparities in the education attained by women.

Parlow (2011) studied “Education and Armed Conflict: The Kashmir Insurgency in the Nineties” in India. Author used the National Family Health Survey for India (NFHS) with sample were 3281 women and 1076 men. The objective was to examine the impact of armed conflict on educational outcomes of girls and boys who were of school age. Author focused the first phase of the insurgency which was from 1990 to 1996 and compared the outcomes to women and men who finished their schooling. Difference in difference regression was applied in this study. Author found that school-aged boys and girls were negatively affected by the insurgency in Kashmir. Girls in cities had up to 3.5 years less schooling. The complication of primary school was less for girls and boys in urban areas. In urban regions of Kashmir, primary school enrollment was less for both groups. There was not found the effect on secondary education for both groups. Author concluded that the first phase of the insurgency had a negative impact on education, particularly for girls in primary schools and the author suggested that literacy and employment programs should be considered for these women.

Akresh and Walque (2008) studied “Armed Conflict and Schooling: Evidence from the 1994 Rwandan Genocide”. The objective was to explore the impact of the 1994 genocide in Rwanda on the schooling outcomes of children. Authors compared the

chances of achievement in education for school-aged children among two nationwide representative cross-sectional survey: the first one was conducted two years before the genocide (in 1992) and the second cross-sectional survey conducted six years after the genocide (in 2000). Authors found that exposing the genocide experience school-aged children had a decline in schooling attainment.

## 2.5 Conceptual Framework



**Figure 2.1 Conceptual Framework**



## **CHAPTER III**

### **OVERVIEW OF KAYIN STATE**

Myanmar is the second-largest country in South East Asia with precious natural resources and a huge working-age population (UNFPA, 2018). The area of Myanmar is 676,577.23 km<sup>2</sup>. Total population in 2014 was 51.48 million and population density became 76.1 persons per km<sup>2</sup>. There are seven States (Kachin, Kayar, Kayin, Chin, Mon, Rakhine and Shan), seven Regions (Yangon, Mandalay, Magway, Sagaing, Bago, Ayeyarwaddy and Taninthayi) and one territory city (Naypyidaw Union Territory) in Myanmar (Department of Population, 2015). Regarding information for population, the population census in Myanmar was conducted in a 10-year period since 1872. However, no census was conducted in 1951 and 1961. After that, the last two census was undertaken in 1973 and 1983. After 30 years, the fast population and housing census was conducted in 2014 by de facto. According to the census report, the literacy rate of people in Myanmar was 89.5 percent in 2014. Regarding educational attainment, people aged 25 and over progressed to primary education (either completed or incomplete) and only 7.2 percent of people had graduated from university. The lowest proportion of highly educated was recorded in Kayin. Moreover, the youth literacy rates of Kayin and school attendance rates for children of primary age (both sexes) were second-lowest among all States and Regions (Department of Population, 2017).

#### **3.1 Profile of Kayin State**

Kayin State occupies the southeastern area of Myanmar bordering Thailand to the East, Mandalay Region and Shan State to the North, Kayah State to the Northeast, Mon State and Bago Region to the West. It lies between latitudes 15° 12' north and 19° 28' north and longitudes 96° 23' east and 98° 66' east. The area is 30,383 km<sup>2</sup>. In the east,

many areas are hilly and shielded with forests, with people working upland farming. The rocky Dawna Mountain range runs along the length of Kayin state in the east, and the southern and western parts of Kayin state, mainly around Hpa-An area. The population was 1,574,079 and the population density was 51.8 persons per square kilometre in 2014. The people living in Kayin State belong to various ethnic groups, primarily S'gaw, Karen, Pwo Karen, Bwe Karen, Paku Karen, Shan, Pao, Myanmar and Mon (UNHCR, 2014). Kayin State covered under the mapping offer a variety of examples of issues of access and sophistication of the local economy as well as the effects of the conflict in the State. Kayin State comprises of four districts, Hpa-an District, Myawaddy District, Kawkareik District, Hpapun District and seven townships, Hpapun, Hlaingbwe, Hpa-an, Kawkareik, Kyainseikgyi, Myawaddy and Thandaunggyi. Table 3.1 presents the area of Kayin State by townships.

**Table 3. 1 Area of Kayin State by Townships**

<b>Township</b>	<b>Area (Square Mile)</b>	<b>Percent</b>
Hpapun	2595.57	22.14
Hlaingbwe	1671.74	14.26
Hpa-An	1110.9	9.48
Kawkareik	688.68	5.88
Kyarinseikgyi	3031.1	25.86
Myawaddy	1210.86	10.33
Thandaunggyi	1412.89	12.05
<b>Total</b>	<b>11721.74</b>	<b>100</b>

Source: State General Administration Department, 2017

Kayin State is recognized long-lasting armed conflict-affected area of Myanmar and Karen National Union (KNU) has long conserved separate administrative divisions for Kayin State and the neighbouring area, having designed a map of four districts, each controlled by a separate Brigade. The KNU has been the dominant Non-State Actor (NSA) since 1949 and KNU is one of the most prominent NSAs in Myanmar (UNHCR, 2014). From the 1960s, the military pursued a new counterinsurgency effort known as the

“Four Cuts”. This involved cutting the four main links (food, funds, intelligence and recruits) between NSAs and the local population. The approach was applied across much of southeastern Myanmar and similar methods continue today in active conflict areas (MIMU, 2016). The consequences of this strategy included difficulties to access education services in conflict-affected areas. In Kayin State, education has been deeply affected by the conflict that raged over the decades. Many conflict-affected communities supported local schools, with various combinations of government and KNU provided teachers (South & Lall, 2016).

### **3.2 Demographic Situation of Kayin State**

Demographic transition is very closely connected to the economic development of a society. The quantity, quality, structure, distribution, and movement of a population can help the rate of economic development. A developed country with low population density and a low percentage of employable people requires an increase in population in order to keep up with economic development. On the other hand, for an underdeveloped country with high population density and a high percentage of employable people, any increase in population will be detrimental to its economy. Dealing with the relationship between population and the economic development of society properly can bring about rapid improvement in the economic development and standard of living of that society (Yanjiu, 1984).

Table 3.2 shows the population distribution of each township in Kayin State. The total population of Kayin State was 1,517,949 in 2017-2018. Among seven townships, population in Hpa-An Township was highest and population in Thandaunggyi Township was lowest. The sex ratio at birth was 94.4 so that there was around 94 male baby's birth among 100 female babies in Kayin State.

**Table 3.2 Population Distribution in Kayin State**

<b>Township</b>	<b>Population (2017-2018)</b>				
	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Percent</b>	<b>Sex ratio</b>
Hpapun	57,494	59,853	117,347	7.73	96.1
Hlaingbwe	135,038	143,512	278,550	18.35	94.1
Hpa-An	194,476	208,533	403,009	26.55	93.3
Kawkareik	117,953	125,726	243,679	16.05	93.8
Kyainseikgyi	121,115	129,233	250,348	16.49	93.7
Myawaddy	66,332	68,963	135,295	8.91	96.2
Thandaunggyi	44,515	45,206	89,721	5.91	98.5
<b>Total population in Kayin State</b>	<b>736,923</b>	<b>781,026</b>	<b>1,517,949</b>	<b>100</b>	<b>94.4</b>

Source: State General Administration Department, 2018

The majority of people in Kayin State are Kayin/Karen. Based on 2017-2018 updated data, the percentage distribution of Kayin ethnics was 60.50 percent followed by Mon (16.84 percent), Bamar (10.76 percent), Pao (5.09 percent) and other ethnic people also live in Kayin State. The distribution of nationality of people by each township is presented in Table 3.3.

While the majority of Kayin State is comprised of Kayin/Karen people, some Kayin people lived outside of Kayin State until the bilateral ceasefire was signed in 2012. The Karen National Union (KNU) had remunerated an Armed Conflict against the Government of Myanmar since 1949 and the complication was environmental instability, increased internally displaced person and refugee population. The majority of the registered refugee population in Thailand is from Kayin State, with approximately two-thirds originating from Kayin (UNHCR, 2014).

**Table 3.3 Nationality of People in Kayin State (2017-2018)**

<b>Township</b>	<b>Kachin</b>	<b>Kayar</b>	<b>Kayin</b>	<b>Chin</b>	<b>Bamar</b>	<b>Mon</b>	<b>Rakhine</b>	<b>Shan</b>	<b>Pao</b>	<b>Other</b>
Hpapun	3	7	94,580	3	209	2,472	88	14,132	10	5,843
Hlaingbwe	-	58	232,773	53	4,319	12,524	46	52	11,880	16,845
Hpa-An	57	3	227,028	75	49,070	57,733	430	1,025	45,083	22,505
Kawkaik	139	-	91,090	84	59,740	75,125	212	5,850	9,652	1,787
Kyainseikgyi	-	-	131,074	14	45,529	46,827	96	15,210	8,771	2,827
Myawaddy	92	13	57,153	157	4,405	56,545	1,500	10,880	1,741	2,809
Thandaunggyi	5	35	84,673	28	15	4,341	15	287	82	240
<b>Total</b>	<b>296</b>	<b>116</b>	<b>918,371</b>	<b>414</b>	<b>163,278</b>	<b>255,567</b>	<b>2,387</b>	<b>47,436</b>	<b>77,219</b>	<b>52,856</b>
Percentage	0.02	0.01	60.50	0.03	10.76	16.84	0.16	3.13	5.09	3.48

Source: State General Administration Department, 2018

Most of the people in Kayin State are Buddhists. According to the updated data of 2017-2018, 74.35 percent of people in Kayin State are Buddhists, 17.55 percent are Christians, 5.29 percent are Muslim, 2.54 percent are Hindu and 0.27 percent are others respectively. Table 3.4 shows the religion distribution of Kayin State by township for 2017 – 2018.

**Table 3.4 Religion Distribution in Kayin State (2017-2018)**

<b>Township</b>	<b>Buddhist</b>	<b>Christian</b>	<b>Hindu</b>	<b>Muslim</b>	<b>Others</b>
Hpapun	77,986	33,515	-	5,846	-
Hlaingbwe	238,995	19,311	5,140	15,104	-
Hpa-An	373,659	10,015	6,606	10,241	2,488
Kawkaik	128,229	45,370	26,002	44,078	-
Kyainseikgyi	184,145	63,176	200	2,827	-
Myawaddy	121,270	11,002	472	2,268	283
Thandaunggyi	4,351	84,013	73	-	1,284
<b>Total</b>	<b>1,128,635</b>	<b>266,402</b>	<b>38,493</b>	<b>80,364</b>	<b>4,055</b>
Percentage	74.35	17.55	2.54	5.29	0.27

Source: State General Administration Department, 2018

### **3.3 Economic Condition in Kayin State**

Agriculture has traditionally relied on livelihoods of People in Kayin State. The major crops include rice, rubber, sugarcane, coffee, cardamom, seasonal fruits and vegetables. The government and KNU have both confirmed in third-party reports that agriculture and animal husbandry represent the main source of income for people in Kayin State. However, the topography of Kayin State does not allow for an equitable distribution of agricultural potential across all townships because of Hiller regions in Hpapun and Thandaunggyi townships (UNHCR, 2014).

Kayin State is a part of the East-West Economic Corridor (EWEC) and is thus considered as a significant focal point for border trade and tourism between Thailand and Myanmar. Kayin State is located on the Thailand-Myanmar border. There are three designated industrial zones in Kayin State which are situated in Hpa-An, Myawaddy and the Three Pagodas Pass. Among them, Myawaddy Township is well-known as the central Thai-Myanmar border crossing trade zone.

Hpa-An Industrial Zone is situated in the east of Hpa-An City, 7 miles from the capital city of Kayin State. The size of the Industrial Zone in Hpa-An is 969 acres and it is divided into 4 sections. Myawaddy Industrial Zone is located between Yangon and Bangkok. The major advantage of Myawaddy industrial zone is access to the Asian Highway, which means ease of transport for raw material and goods between the industrial zone and ports for trading (Kayin State Government Office, 2019).

Myawaddy plays a significant role in cross border trading with Thailand. According to the Ministry of Commerce of Myanmar, the total volume of imports and exports increased by 174.393 million USD from the 2015-2016 fiscal year to the 2016-2017 fiscal year. The gross domestic product (GDP) is one of the primary indicators used to examine the health of an economy of the country. It represents the total dollar value of all goods and services produced over a specific time period, often referred to as the size of the economy. Usually, GDP is expressed as a comparison to the previous quarter or year (Kramer, 2018). GDP is important because it gives how an economy is doing. If GDP speeds up, it can be a sign that good things are happening or are about to happen in a number of areas, people getting more jobs or better pay. Furthermore, GDP per capita is an essential indicator of economic performance and a useful unit to make cross-country

comparisons of average living standards and economic wellbeing. Table 3.5 mentions the per capita GDP of Kayin State by township from 2015-2016 to 2017-2018. It was found that per capita GDP in Kayin State was increased year by year. Among seven townships, per capita GDP in Hpa-An Township was highest and Hpapun Township was lowest. It stated that the economic condition of Hpa-An Township is better than other townships. Per capita GDP in Hpa-An was also higher than the Union level in the 2016-2017 fiscal year.

**Table 3.5 Per Capita GDP of Kayin State (Kyats)**

<b>Township</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
Hpapun	472,802	497,493	494,846
Hlaingbwe	625,172	676,013	741,421
Hpa-An	1,245,133	1,365,488	1,573,405
Kawkareik	767,112	838,627	936,941
Kyainseikgyi	754,138	848,481	965,339
Myawaddy	803,317	878,874	985,335
Thandaunggyi	605,204	639,396	685,305

Source: 1) State General Administration Department, 2018

2) Central Statistical Organization, 2016 – 2018

### **3.4 Political Context and Local Governance Structures**

Kayin State has perceived a long history of conflict and sustains high levels of militarization. The Karen National Union (and its armed wing the Karen National Liberation Army, KNLA) has been historically the most significant armed opposition group representing the Kayin people, which has fought the government since the independence (Lenkova, 2015). Karen State governance is divided among government-controlled (as designated by the government) “white” areas, non-state armed group-controlled “black” areas, and mixed-controlled or contested “brown” areas.

The governance structure is organized into seven districts, containing a total of 26 townships, which cover an area corresponding to all of Kayin State and Tanintharyi

Region, most of Mon State, and parts of East Bago as defined by the government. The townships are then divided into village tracts as well as independent villages. Much of this territory is under the control of the government or other armed actors, but these boundaries are still used by the KNU to organize its own administrative and military structures (Jolliffe, 2016).

At the village tract and village levels, the KNU administration system and the General Administration Department (GAD) system of the Myanmar government often run in parallel, with village tract leaders sometimes being both a KNU village tract chairperson (VTC) and a GAD village tract administrator (VTA). In other cases, KNU's VTCs and GAD's VTAs are different people operating side by side, covering the same or overlapping jurisdictions. There may be multiple KNU designated village tracts within one government village tract, or vice versa, or the boundaries of KNU and government village tracts may simply overlap (Jolliffe, 2016).

At the village level, the KNU is typically more organized than the government. Below the GAD VTAs, the government recognizes heads of 10 household groupings for voting purposes but has no specific system for recognizing village heads. In the KNU system, some villages have their own "KNU Basic Organizations" with village chairpersons and village-level committees elected through formally mandated plenary meetings. Other KNU-controlled villages, particularly smaller ones, only have a village head and less systematically constituted committee members around them. Accordingly, even where village leaders are relatively incorporated into the government system, it is not uncommon for them to ask the KNU's permission before any form of cooperation (Jolliffe, 2016).

### **3.5 Estimated IDPs Figures by Township in Kayin State**

Table 3.6 describes the estimated IDPs figures by State/Region and figures by township in Kayin State.



**Table 3. 6 Estimated IDPs Figures by Township in Kayin State**

Education level	2012		2018	
	Number	Percent	Number	Percent
<b>Estimated IDPs figures by State/Region</b>				
Shan	64900	19.12	5800	3.57
Bago	44200	13.02	26800	16.49
Kayah	34600	10.19	22200	13.66
Kayin	89150	26.26	49800	30.65
Mon	35000	10.31	18000	11.08
Tanintharyi	71650	21.10	39900	24.55
<b>Total</b>	<b>339500</b>	<b>100</b>	<b>162500</b>	<b>100</b>
<b>Estimated IDPs figures by township in Kayin State</b>				
Thandaunggyi	16000	17.95	10000	20.08
Hpapun	41000	45.99	24000	48.19
Hlaingbwe	5000	5.61	6000	12.05
Myawaddy	4150	4.66	1000	2.01
Kawkareik	2300	2.58	900	1.81
Kyainnseikkyi	20700	23.22	7900	15.86
<b>Total</b>	<b>89150</b>	<b>100</b>	<b>49800</b>	<b>100</b>

Source: The Border Consortium, 2018

According to the data from the border consortium, Kayin State was the highest number of internally displaced people among other State/Region. It was 26.26 percent of total IDPs population in 2012 and 30.65 percent in 2018 across the country. In Kayin State, Hpapun Township had the highest number of IDPs followed by Kyarinseikkyi in 2012. In 2018, Hpapun Township was still at the top of the list of IDPs followed by Thandaunggyi. The result showed the number of IDPs was high before ceasefire agreement was signed between the government and EAOs in the region. After comparing

two figures of 2012 and 2018, the numbers of IDPs have been fallen in all State/Region including Kayin State.

### **3.6 Education Providers and Systems in Kayin State**

Both the Government and Karen Education Department (KED) are the main education providers in Kayin State. Furthermore, Faith-Based Schools also provided education service. History records showed schools in Kayin areas were present from 1825, with 300 village schools documented in 1854 (Naw Rebecca, 1989). The KED, officially known as the Karen Education and Cultural Department, was established during the colonial era to participate provision of education in Kayin areas. The KED continued to perform its role under the administration of the KNU after Burma's independence in 1948. The KED provided much required educational support to the hundreds of thousands of children caught up in the conflict and without access to government schools.

In the colonial period, there were no contention and the Karen people got the opportunity to set up schools having free and quiet access to education. There were 3 kinds of schools which were Anglo Schools, Anglo Vernacular Schools and Vernacular Schools in Burma during the colonial period. In the Anglo Schools, English language was the main language in education for all subjects except Burmese subject. Most of the children were from elite level families and westerners. In Anglo Vernacular Schools, the primary language was English and the second language was Burmese. Vernacular schools were situated in a rural area. In 1912, Karen Schools were allowed to utilize the Karen Language for all subjects until Grade 7. In 1924, Karen children were allowed to become familiar with each subject in Pho Karen Language until Grade-4 (KNU, 2018).

After World War II, the three kinds of Karen schools were combined into one and Myanmar language was used in every curriculum and Karen people lost the opportunity to learn Karen language. Furthermore, Karen Schools were not getting fund and Karen students were lost the opportunity to go and study in abroad. Every sector was reorganized including the Department of Education in 1956. In 1958, a Teacher Training College was established in Doh Hei Dae Village, Mutraw District. Since 1958, Kawthoolei College was established in Mutraw District. In 1991, Karen Teachers Training College (KTTC) was opened in Pway Baw Lu. In 1996, the SPDC occupied the areas and the KTTC program was stopped. In 2002, Teacher Preparation College (TPC)

program was started in Bae Kloh. In 2005, the TPC program was started in Noe Po Camp. From 2005 to 2009, the TPC program was run in Mae Ra Mo Camp (KNU, 2018).

According to 2015–16 Karen State Education Assistance Group (KSEAG) statistics, there were 1,513 schools in the seven KNU districts and 28 townships found that constitute Karen areas of Southeast Myanmar. The KED curriculum was taught in one-third of these schools. Another third of these schools are loosely defined as mixed schools and receive support from both the government and the KED and use a mix of curriculums and languages of instruction. A further 704 schools are directly run by the Myanmar government and do not receive any support from the KED (Shaung, 2014).

The KED education system starts with Kindergarten and follows a 12-year basic education structure. Higher education opportunities are offered both inside Karen areas of Southeast Myanmar as well as in the refugee camps in Thailand. Higher education schools in the refugee camps have begun to conversion across the border in preparation for refugee repatriation and to outspread higher education opportunities in Karen areas. While there has been a common move to reflect Grades 1 and 2 as the first and second formal years of primary school, the Karen education system previously considered these to be nursery/kindergarten years. Historically, grade 3 was the first year of formal education. There was evidence that this is still the common perception held by communities, as the highest enrolment are recorded in Grade 3 and patterns of dropout are stable in the years following this (Johnston, 2016).

In 2017-2018 academic year, KED provided funds to support 473 village appointed teachers and ethnic literature teachers in the Win Yaw area under Kyarinseikgyi Township. The Ministry of Education presently offers a modest monthly salary of Kyat 36,000 to ethnic literature teachers. The ministry declared a plan to appoint these teachers as daily wage staff (also entitled teaching assistants) at the primary school level starting from 2018. Ethnic literature teachers are now seen as government staff, and the classes are offered at the elementary school level (Saw Myat Oo Thar, 2017).

In government-controlled areas of Southeast Myanmar, Karen children have access to government schools, which follow the national curriculum and use Burmese as the language of instruction. In KNU and mixed controlled areas, the majority of schooling is organized and owned by communities, with varying degrees of government

and external support by the KED and local community-based organizations. The government has built some schools in these areas and provided some teachers and elementary teaching materials. However, depending on the township, schools are also supported by ethnic teachers and materials supplied by the KED and local community-based organizations/NGOs, such as the KTWG and KSEAG. In KED and mixed schools, there are variations in the use of curriculums and language of instruction depending on teacher profiles. For the 2015–16 academic year, the KSEAG provided teaching and learning materials to 1,396 schools, 7,790 teachers and 152,210 students in South-Eastern Myanmar (Johnston, 2016).

The KED as of now offers help to more than 1,500 schools in Karen State. Generally, 20 percent of these schools show just the KED educational plan, with the others either showing the Myanmar MoE educational program or a mixture of the MoE and the KED educational plans. In KED schools, the Karen and Burmese languages are taught as subjects, and most of the materials affirm Karen ethnic identity. English is offered and mimics a typical second language offering, particularly in middle and secondary schooling. Compared to the Organization for Economic Cooperation and Development (OECD) average, the KED language and social science subject offerings are well-represented at secondary level, but below average in terms of physical education and creative arts. Karen language is used as the language of instruction throughout primary and secondary KED schools.

Many children who have attended government schools do not know how to speak Karen, and children who attend KED schools find it very difficult to transferring to government high schools. KED school graduates often find it difficult to enter the government education system or access other opportunities in Myanmar or abroad (South & Lall, 2016).

### **3.7 General Education and Enrollment Rate in Kayin State**

In 1945, before independence, under the British colonial government, the Education Department was organized to follow the Simla Scheme of Educational Rehabilitation. Its basic aim was to accomplish the forms of the confederated military effort against the Japanese in Southeast Asia. After that, in 1947, the constitution of the Union of Burma laid down that the State shall make provision for free and compulsory

primary education. In 1948, the education policy was announced by the government of the Union of Burma. During this period, the Myanmar education system was entitled, 5-4-2, compromised with comprising 5 years of primary school for children aged 6 to 11 years, 4 years of post-primary school for children aged 11 to 15 years and 2 years of pre-university school for ages 15 to 18 years. Although free compulsory primary education was planned to be introduced in Burma, initiating the free compulsory education during British colonial time was too challenging (Ministry of Education, 1956). However, in the era under the British before independence, Myanmar had the highest literacy rate depending on the Burmese and monastic schools (Lall, 2008).

After independence from the British in 1948, Myanmar's basic education system changed to the 5-3-3; primary, middle and high school, respectively with the starting age at 5 years including Agricultural and Technical High Schools for children aged 13 to 16 years (Thein Lwin, 2000). However, no education sector was reformed. The socialist government focused on village and city development programs. Under the socialist system, education remained under-investing sectors (Lall, 2008). After that, Myanmar came under military rule in 1962. Basic education structure was shifted from a 5-3-3 to a 5-4-2 system meaning primary education (aged 5 to 9) from Grades 1 to 5, lower secondary education (ages 10 to 13) from Grades 6 to 9, upper secondary education (aged 14 to 15) from Grades 10 to 11 and higher education (aged 15 and above). There was no plan for compulsory education under the military government from 1962 to 2010 (Thein Lwin, 2000).

Currently, in Myanmar, the highest decision-making body of the education sector is the National Education Commission (NEC). The NEC reformed the education sector following the National Education Law described in Chapter 3, Article 16, basic education was separated in three parts, primary, middle and high school plus kindergarten (5-4-3 system) and then extended free compulsory education for not only primary but also middle and high school (Union Parliament Myanmar, 2014). Furthermore, the Union Parliament of Myanmar amended the 2014 National Education Law by adding inclusive education in June 2015. According to Constitution Law of Myanmar (2008), Statement 366 (a) "every citizen has the right to education and shall be given basic education which the Union prescribes by law as compulsory" (Myanmar Constitutional Law, 2008).

Government is trying to open more and more school in every State and Region in order to increase accessibility to attend the school especially in remote areas of Myanmar. The government provides adequate assistance for raising the numbers of schools and teachers as well.

The KNU, the focal Karen ethnic armed group, established the Karen Education Department (KED) to oversee education endowment. The KED presently offers support to 1,430 schools, paying salaries to almost 7,911 teachers in the areas under full or partial administration of Karen armed groups. Although the major education providers for students in Kayin State are the Myanmar government, other organizations such as the KNU, other ethnic armed opposition groups, communities, and faith-based organizations (monasteries and churches) deliver the education as well (Lenkova, 2015). Myanmar government does not recognize the KED system, and students face difficulties joining the government education system and applying for government jobs. Furthermore, the Myanmar government does not formally recognize certificates issued by refugee camps or migrant schools (Lenkova, 2015).

### **3.7.1 Education Statistics in Kayin State**

Table 3.7 presents the public school enrollment rate by township in Kayin State and Table 3.8 presents the school attendance rate by township in Kayin State. Among seven townships, public school enrollment rate in Hpapun, Kawkaeik, Kyainseikgyi and Thandaungyi townships were 100 percent followed by Hlaingbwe 99.1 percent, Hpa-An 94 percent and Myawaddy 77 percent respectively. In the school attendance rates, the attendance rate of the female is higher than the attendance rate of male. Literacy rate, Enrollment rate and Dropout rate from 2014-2015 to 2018-2019 academic years by Education level in Kayin State is showed in Table 3.9.

**Table 3.7 School Enrollment Rate in Kayin State by Township (2017-2018)**

Township	Children of 5 years			School Enrollment			Enrollment rate (Percent)
	Male	Female	Total	Male	Female	Total	
Hpapun	1,096	1,112	<b>2,208</b>	1,096	1,112	<b>2,208</b>	100
Hlaingbwe	3,513	3,478	<b>6,991</b>	3,485	3,434	<b>6,919</b>	99
Hpa-An	5,409	5,146	<b>10,555</b>	4,179	4,403	<b>8,582</b>	81
Kawkareik	2,363	2,405	<b>4,768</b>	2,363	2,405	<b>4,768</b>	100
Kyainseikgyi	2,964	3,002	<b>5,966</b>	2,964	3,002	<b>5,966</b>	100
Myawaddy	2,003	2,104	<b>4,107</b>	1,796	1,535	<b>3,331</b>	81
Thandaunggyi	1,440	1,469	<b>2,909</b>	1,440	1,469	<b>2,909</b>	100

Source: State General Administration Department, 2018

**Table 3.8 School Attendance Rates in Kayin State**

Description	Both Sexes	Male	Female
Children of primary age (5-9) (%)	65.2	63.8	66.6
Children of secondary age (10-15) (%)	67.0	64.0	70.0
Post-secondary age groups (16-29) (%)	9.7	8.7	10.5
All ages (5-29) (%)	41.8	40.8	42.8

Source: Department of Population (2017)

**Table 3.9 Literacy, Enrollment and Dropout rate in Kayin State (2014-2019)**

Description	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Literacy rate (%)	94.2	96.2	96.73	96.76	97.65
<b>School enrollment rate (%)</b>					
Primary School	103.65	117.95	113.56	112.38	105.87
Middle School	61.49	75.1	53.61	96.24	95.98
High School	57.89	73.5	34.61	124.18	88.26

Description	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<b>School Dropout rate (%)</b>					
Primary School	27.1	4.93	2.67	1.89	1.07
Middle School	31.9	18.75	3.15	2.25	2.19
High School	4.1	21.31	6.36	5.28	6.46

Source: Kayin State Education Department, 2019

The data shows the literacy rate have been gradually increased from 94.2 to 97.65 from 2014-2015 to 2018-2019 academic years. The enrollment rate was also slightly going up in all level of education for instance from 103.65 percent to 105.87 percent in primary school, from 61.49 percent to 95.98 percent in middle school and 57.89 percent to 88.26 percent in high school. School dropout rate was high before NCA but significantly declined from 27.1 percent to 1.07 percent at primary school education and from 31.9 percent to 2.19 percent at middle school education.

### **3.7.2 Number of Public Schools, Students and Teacher in Kayin State**

Table 3.10 and 3.11 indicate the number of public schools, students and teachers respectively in each township of Kayin State. The public schools in Hpa-An Township are more than other townships and students and teachers as well. Hpa-An Township is the capital of Kayin State and one-fourth of the population live in Hpa-An Township. Based on the result of Table 3.10, there have been 1,521 primary schools, 394 middle schools, 154 high schools and 30 monastic schools in Kayin State in the 2017-2018 academic year. Monastic schools accept commonly poor students with experience in either state or non-state system and teach by using government curriculum. Table 3.12 indicates Number of schools by Education level in Kayin State from 2006-2007 to 2018-2019 academic years, Table: 3.13 presents Number of students by Education level in Kayin State from 2006-2007 to 2018-2019 academic years and Table 3.14 shows Number of teachers by Education level in Kayin State from 2006-2007 to 2018-2019 academic years.



**Table 3.10 Number of Public School and Students by Township (2017-2018)**

Township	Primary School			Middle School			High School			Monastery		
	No. of school	No. of student	Percent of student	No. of school	No. of student	Percent of student	No. of school	No. of student	Percent of student	No. of school	No. of student	Percent of student
Hpapun	53	5360	4.82	23	7659	8.61	4	3,437	2.68	1	124	1.35
Hlaingbwe	231	26,417	23.73	38	11,372	12.78	28	17,744	13.83	1	349	3.80
Hpa-An	314	26,233	23.57	98	25,137	28.25	53	43,304	33.75	3	973	10.59
Kawkareik	251	27863	25.03	82	20,444	22.97	24	18,935	14.76	5	638	6.95
Kyainseikgyi	161	13716	12.32	67	1,843	2.07	18	15,060	11.74	13	3,785	41.21
Myawaddy	49	4,394	3.95	37	15,500	17.42	14	19,566	15.25	5	3,219	35.05
Thandaunggyi	192	7,335	6.59	49	7,023	7.89	13	10,249	7.99	2	97	1.06
<b>Total</b>	<b>1,251</b>	<b>111,318</b>	<b>100</b>	<b>394</b>	<b>88,987</b>	<b>100</b>	<b>154</b>	<b>128,295</b>	<b>100</b>	<b>30</b>	<b>9,185</b>	<b>100</b>

Source: State General Administration Department, 2018

**Table 3.11 Number of Teachers by Township (2017-2018)**

Township	Number of teachers			
	Primary	Middle	High	Monastery
Hpapun	181	213	106	4
Hlaingbwe	872	426	655	14
Hpa-An	1,536	1041	1,661	48
Kawkareik	1340	806	737	43
Kyainseikgyi	716	693	585	181
Myawaddy	137	365	551	89
Thandaunggyi	694	433	684	6
<b>Total</b>	<b>5,746</b>	<b>3,977</b>	<b>4,979</b>	<b>385</b>

Source: State General Administration Department, 2018

**Table 3.12 Number of Schools by Education Level in Kayin State (2006-2019)**

Academic year	Number of Schools		
	Primary	Middle	High
2006-2007	1155	78	35
2007-2008	1157	78	35
2008-2009	1158	77	36
2009-2010	1162	79	36
2010-2011	1171	79	39
2011-2012	1192	79	44
2012-2013	1192	82	41
2013-2014	1335	98	56
2014-2015	1328	82	57
2015-2016	1334	94	60
2016-2017	1361	94	62
2017-2018	1384	124	75
2018-2019*	1185	442	185

Source: Education Statistical Year Book 2018, Kayin State Education Department 2019\*

The data shows that the number of schools was low with the number of 1,155 units of primary level, 78 units of middle level and 35 units of high level during 2006-2007 academic year. But the number has been increased yearly up to 1,185 units of primary school, 442 units of middles schools and 185 units of high schools during 2018-2019 academic year. Some of the primary schools have been promoted as middle school level and therefore, the number of middle school was significantly high.

**Table 3.13 Number of Students by Education Level in Kayin State (2006-2019)**

Academic year	Number of Students		
	Primary	Middle	High
2006-2007	161262	54520	11821
2007-2008	159189	51864	11944
2008-2009	168448	56657	12402
2009-2010	172373	58813	10978
2010-2011	161929	58522	11653
2011-2012	158005	59694	11730
2012-2013	168449	64822	13513
2013-2014	181078	68189	16140
2014-2015	185207	74716	19528
2015-2016	193562	80235	21282
2016-2017	200309	85874	23998
2017-2018	204564	91403	27284
2018-2019*	209042	105157	32031

Source: Education Statistical Year Book 2018, Kayin State Education Department 2019\*

It is noticed that the number of students started at 161,262 in primary level, 54,520 in middle level and 11,821 in high school level during 2006-2007 academic year in Kayin State and it was jump up to 209,042 in primary schools, 105,157 in middle schools and 32031 in high schools during 2018-2019 academic year. The result showed the children are able to attend the schools and they have more access to education year by year compared to the figures before and after NCA. The armed conflict destroyed the opportunity accessing to education and separate the children from education.

**Table 3.14 Number of Teachers by Education Level in Kayin State (2006-2019)**

Academic year	Number of Teachers		
	Primary	Middle	High
2006-2007	4464	1352	535
2007-2008	4957	1438	580
2008-2009	5168	1397	574
2009-2010	5346	1449	589
2010-2011	5387	1541	460
2011-2012	4998	1685	668
2012-2013	5206	1725	702
2013-2014	5078	1972	733
2014-2015	5190	2973	841
2015-2016	9205	2617	1197
2016-2017	9052	2509	1252
2017-2018	9227	2918	1268
2018-2019*	9689	3368	1322

Source: Education Statistical Year Book 2018, Kayin State Education Department 2019\*

It is showed that the number of teachers have been increased from 4,464 to 9,689 at primary school level, from 1,352 to 3,368 at middle school level and from 535 to 1,322 at high school level during the period from 2006-2007 academic year to 2018-2019 academic year. The armed conflict created fears/restriction of movement of education staff in the areas and armed groups did not allow the establishment of government schools and teachers during the time of conflict. But the education sector has been positively changed after NCA in a good relationship between the government and EAOs. The government was able to provide and deploy teachers to the conflict affected areas to serve for the children education and the number of teacher has been expanded year by year.

### **3.7.3 Student/Teacher Ratio at Formal Schools**

The student/teacher ratio measures the number of students per teacher. It reflects teacher workload and the availability of teachers' services to their students. The lower the student/teacher ratio, the higher the availability of teacher services to students. According

to the result of Table 3.15, student/teacher ratio in primary school was 1: 23, middle level was 1:29 and high school level was 1:23 at Union level (the whole country of Myanmar) in 2017-2018 academic year. This means that each teacher has to teach and nurture 23 students at the primary level, 29 students at the middle level and 23 students at the high school level of education. Teacher/student ratio in Hlaingbwe Township, Hpapun Township and Myawaddy Township are greater than the Union level. The relationship between these two measures of teacher workload is affected by a variety of factors, including the number of classes for which a teacher is responsible and the number of classes taken by students. The average number of student per teacher in Kayin State (2014-2018) is showed in Table 3.16.

**Table 3.15 Student/Teacher Ratio at Formal School in Kayin State (2017-2018)**

Township	Student / Teacher ratio			
	Primary	Middle	High	Monastery
Hpapun	30	36	32	31
Hlaingbwe	30	27	27	25
Hpa-An	17	24	26	20
Kawkareik	21	25	26	15
Kyainseikgyi	19	3	26	21
Myawaddy	32	42	36	36
Thandaunggyi	11	16	15	16

Source: State General Administration Department, 2018

**Table 3.16 Average Number of Student per Teacher in Kayin State (2014-2018)**

Academic year	Average number of student per teacher		
	Primary	Middle	High
<b>Union</b>			
2014-2015	26	33	23
2015-2016	22	29	22
2016-2017	22	36	26
2017-2018	20	36	27
<b>Kayin State</b>			
2014-2015	19	27	20
2015-2016	21	31	18
2016-2017	21	34	19
2017-2018	22	31	22

Source: Education Statistical Year Book 2018, Kayin State Education Department 2019\*

The data shows that the student teacher ratio was 1:19 at primary school level, 1:27 at middle school level and 1:20 at high school level in Kayin State during 2014-2015 academic year while ratio at Union level was 1:26 for primary school level, 1:33 for middle school education level and 1:23 for high school level. But the ratio has been changed and it became 1:22 at primary education level, 1:31 at middle education level and 1:22 at high education level during 2017-2018 academic year while ration at Union level was 1:20 for primary school level, 1:36 for middle school education level and 1:37 for high school level.

### **3.7.4 Higher Education Sector in Kayin State**

The Myanmar higher education system consists of 3-1-2 structure, 3 years for the Bachelor Degree, 1 year for the Qualifying class and 2 years for the Master's Degree. Starting from the 2011 – 2012 academic year, the 3-year degree courses have been expanded to 4-year-degree courses by adding one more academic year in all universities and colleges under the Ministry of Education (MoE, 2012).

Table 3.17 presents the number of student and teacher in each university/college in Kayin State. Student/teacher ratio in Hpa-An University was 1: 20, Teacher Training

Center was 1:24, Technology University was 1:8, University of computer science was 1:2 and college of agricultural science was 1:12 in 2017-2018 academic year.

**Table 3.17 Number of Teachers/Students in Higher Education Sector (2017-2018)**

<b>Name of the University</b>	<b>Number of teachers</b>	<b>Number of students</b>	<b>Student/teacher ratio</b>
Hpa-An University	182	3,688	20
Teacher Training Center	81	1,959	24
Technology University	79	635	8
University of Computer Science	50	111	2
College of Agricultural Science	20	242	12

Source: State General Administration Department, 2018

### **3.7.5 Out of School Children (OOSC) Rate in Kayin State**

The national rate of OOSC for primary age students was 12.2 percent, and for lower secondary, it was 11.7 percent. National GPI for primary school-age children out of school was 0.87, while for lower secondary was 0.95. Therefore, there was gender disparity both in primary school and in lower secondary out-of-school children. Depending on the national GPI, primary school-age boys were more likely to be out of school than primary school-age girls. However, in Kayin State, out-of-school girls were at a disadvantage than boys. In other words, girls were more likely to be out of school than boys in these areas. And although GPI for lower secondary school-age children was greater than primary school-age children, there was still a gender disparity in lower secondary age children. Among out-of-school children in lower secondary age, boys were higher out-of-school than girls. Table 3.18 shows the primary and lower secondary OSSC rate in Kayin State.

**Table 3.18 Primary and Lower Secondary OSSC Rate in Kayin State**

	National Level		Kayin State	
	Primary Age Children (Age 5-9)	Lower Secondary Age Children (10-13)	Primary Age Children (Age 5-9)	Lower Secondary Age Children (10-13)
Male	13.1	12.0	12.5	19.3
Female	11.4	11.4	14.9	13.0
<b>Total</b>	<b>12.3</b>	<b>11.7</b>	<b>13.7</b>	<b>16.0</b>
GPI	0.87	0.95	1.19	0.67

Source: Administrative Data (2015), DERPT, MOE

### 3.7.6 Dropout before the last Grade by Residence in Kayin State

Student dropout is an issue both for the Myanmar government and the KED, with both systems experiencing high dropout rates. The highest student dropout rates are recorded at Grade 9. A higher rate of boys than girls are dropping out in all grade levels. Table 3.19 represents the dropout rates before the final grade of primary and lower secondary school by residence in Kayin State. Large gaps are found between urban and rural Myanmar. The expected drop out before the last grade of primary was not found in an urban area of Kayin State. However, the expected drop out before the last grade of lower secondary was 22.1 percent in urban area based on the administrative data of 2015. In the rural area, the expected drop out before the last grade of lower secondary was nearly 15 percent higher than expected drop out before the last grade of primary.

**Table 3.19 Dropout before the last Grade by Residence in Kayin State**

Grade	Expected dropout before last grade of primary		Expected dropout before last grade of lower secondary	
	Number	Percent	Number	Percent
Residence				
Urban	0	0.00	4,728	22.1
Rural	96,452	70.0	43,030	89.1
<b>Total</b>	<b>99,497</b>	<b>63.5</b>	<b>53,768</b>	<b>77.2</b>

Source: Administrative Data (2015), DERPT, MOE



Nine high schools, ten high school branches, 53 middle schools, 21 middle school branches, 31 post-primary schools, 99 primary schools, and 38 primary school branches had been upgraded during 2018. Most of the children had the opportunity to continue learning secondary education. Although schools were upgraded in Kayin State, 1,000 primary school teachers and 200 high school teachers are still needed. Many students dropped out of school without completing high school. Students had a chance to complete their education after the school level has been upgraded. The Karen State has 1,770 schools and it is facing teacher shortage every year. Some schools are still recruiting local village residents as teachers, according to local residents (Karen News, 2018).

Table 3.20 presents Out of School rate before and After NCA. The NCA was a landmark ceasefire agreement between the government of Myanmar and representatives of various ethnic insurgent groups, officially known as "ethnic armed organizations" by the government. The agreement was signed on Oct 2015. Dropout during the last school year before NCA is higher than after NCA process.

**Table 3.20 Out of School Rate before and after NCA**

<b>Time since last in school</b>	<b>Percentage of newly enrolled/returning OOSC according to student data collection in 2015–16 academic year (After NCA)</b>	<b>Percentage of newly enrolled/returning OOSC according to student data collection in 2014–15 academic year (before NCA)</b>
Dropout during the last school year	44.13%	52.85%
Never attended school	15.21%	12.32%

Source: Save the Children Thailand, 2016

### **3.8 Government Education Services and Outside of the Government Education System in Kayin State**

In the Kayin State of Myanmar, outside of KNU control, the Myanmar government's existence in education has become increasingly stronger especially after the bilateral ceasefire agreement in 2012. Thousands of government teachers have been

assigned to conflict-affected areas in Kayin State and the government provided security for teachers who sacrificed their life there in the conflict-affected areas. Moreover, International donors have supported funding for government schools. Communities are reassured to take responsibility to recruit local teachers on their own and offer teacher subsidies. As the government made more efforts to expand education access in remote areas, they were trying to recruit the required numbers of teachers to be assigned. Furthermore, government teachers tend to be rapidly promoted to leadership positions inside a school, which efficiently takes a community-owned school under government control, with the government education system being put in place. Government teachers were assigned to the area where the student-to-teacher ratio was already relatively good (Lenkova, 2015).

In the Government-controlled areas, it appears that most children have access to state schools. In the KNU-controlled areas or areas controlled by other armed groups, the children could access to school that provided by KNU or CBOs/FBOs. Outside of the government education system, there are two kinds of education service available for Karen children in Kayin State which are Karen Education Department (KED) schools, or Community Schools/Faith-based Schools owned by communities. In Thailand-Myanmar border area, Karen people can access education in KED schools, Migrant Learning Centers and Thai public schools.

KED schools were estimated to number around 1,000 in Kayin State. The KED has been receiving aid and support from various external donors. The Karen Teacher Working Group (KTWG) was established in 1997 as a KED-affiliated organization to provide support for teacher training in the refugee camps in Thailand, and later in Kayin areas on the Myanmar side. However, KED faced serious challenges such as a lack of teachers, learning materials and financial resources needed to pay teachers since 2013 (Lall and South 2014). KED school students required to pay a registration fee at the time of entry, but additional fees were not charged.

Christianity plays an important role among some sections of Kayin society, so most faith-based schools are administered by churches. Some use the government curriculum, whereas others use the KED curriculum, or in a few cases, curricula from other countries were also used based on mission affiliation.

There was a community based organization called Karen Refugee Committee Education Entity (KRCEE) focusing mainly on the education for refugees. They were operating in seven Karen refugee camps along the Thai-Myanmar border. Many of these schools were financially supported by aid agencies and NGOs, and students and parents need not to pay any fees. In these schools, S'gaw Kayin is used as the language of instruction. Most students could study their mother tongue as a subject, but there is a substantial minority who use Pwo Kayin or Burmese as their mother tongue (Oh and Stouwe 2008).

The Thai Government determines that immigrant children's access to state schools is free and non-discriminatory. However, Migrant Learning Center (MLC) tends to provide teaching better suited to the children's linguistic and cultural backgrounds (World Education & Save the Children 2014). These centers are 'unofficially listed' by the Thai Ministry of Education, but receive no financial support. Many MLC teachers have the vision on the future of many children learning in the centers and they wanted to provide an education which would help them to reintegrate there (Nawarat 2014).

According to the information of government education office in Mae Sot, Thailand, approximately 30 percent of students studying in 124 public schools in five districts in its jurisdiction were non-Thai nationals in 2015. The overwhelming majority of them are from Myanmar (Shiohata, 2018).

## **CHAPTER IV**

### **SURVEY ANALYSIS**

#### **4.1 Survey Profile**

This study was conducted in the Government and KNU administered areas in Kayin State which has witnessed a long history of conflict and maintains a high level of militarization in the region. The Karen National Union (KNU), the biggest Non State Actors in South Eastern Myanmar, has seven military brigades where 5 brigades are operating in Kayin State. There are many armed groups: Tatmadaw, KNU, KNU/KNLA (PC), DKBA, ABSDF, BGF and some splinter groups in Kayin State as well. Although Kayin State comprise of seven townships, only five townships; Hpapun, Hlaingbwe, Hpa-An, Kawkareik, Kyainseikgyi where armed conflict seriously happened were selected for this study.

Furthermore, the literacy rate in Kayin State was the second-lowest in Myanmar which was 74.4 percent while Union Level was 89.5 percent according to 2014 Myanmar population and housing census. Among seven townships in Kayin State, the literacy rate was 64.9 percent in Hlaingbwe township, 79.9 percent in Hpa-An township, 74.3 percent Kawkareik township, 72.6 percent in Kyainseikgyi township and 90.6 percent in Hpapun township respectively. But the census data could not cover in the areas where KNU controlled and therefore, the literacy rate might not reflect the real situation in Kayin State.

#### **4.2 Survey Design**

The targeted population consists of parents, teachers and elders/leaders who are living in the conflict affected areas and organizations that implementing NFE in Kayin State. The study used multistage sampling. The villages and townships were selected by using purposive sampling method with the criteria to be in the conflict affected areas where the children have limited access to the education. The unit of respondents was selected by applying a simple random sampling method which gives

each and everyone a chance of being selected and participated. A mixed method approach (both quantitative and qualitative) has been adapted through semi-structure questionnaires in this study and the questionnaires were developed by two versions. Parents, teachers and leaders were the priority unit of respondents in the first version and organization that implementing NFE was second version in this study. Total fifteen villages in five townships (three villages per township) were selected for the collection of the data and 291 respondents participated in this study. Descriptive analysis was used to analyze the distribution towards the effects of Armed Conflict on Formal Education and to examine the role of Non-Governmental Organizations in Non Formal Education programmes in Kayin State. Table 4.1 presents the detailed information of each village.

**Table 4.1 Detailed Information of Villages**

Sr.	Village	Village tract	Township	HH	Population			5-15 years population	Currently attending the school	Administrative body	Education Service Provider
					Male	Female	Total				
1	Ta Yee Hpoe Kwee	Me Tha Mu	Hlaingbwe	339	370	375	<b>745</b>	220	208	Gov and KNU	Government
2	Shan Ywar	Kun Tar	Hlaingbwe	166	622	619	<b>1241</b>	165	165	Gov and KNU	Government
3	Thar Yar Kone (Kat Pa Li)	Thar Yar Kone	Hlaingbwe	249	719	711	<b>1430</b>	541	522	Gov and KNU	Government
4	Taung Kone	Kawt Yin (Upper)	Hpa-An	76	246	241	<b>487</b>	148	114	Gov and KNU	Government
5	Win Da Yei	Kyauk Ta Lone	Hpa-An	150	517	542	<b>1059</b>	150	150	Gov and KNU	Government
6	Kawt Pa Naw	Naung Kyan	Hpa-An	71	201	220	<b>421</b>	105	80	Gov and KNU	Government
7	Ku Seik	Ma Htaw	Hpapun	107	226	284	<b>510</b>	172	131	Gov and KNU	Gov and KNU
8	Nyaung Pin	Ta Khun Taing	Hpapun	16	134	112	<b>246</b>	78	63	Gov and KNU	Gov and KNU

Source: Survey Data, 2019

**Table 4.1 Detailed Information of Villages**

Sr.	Village	Village tract	Township	HH	Population			5-15 years population	Currently attending the school	Administrative body	Education Service Provider
					Male	Female	Total				
9	Dayt Law Pu	Whay San	Hpapun	70	226	207	<b>433</b>	200	50	Gov and KNU	Government
10	Ta Tan Ku	Ta Tan Ku	Kawkareik	31	94	95	<b>189</b>	90	35	Gov and KNU	Government
11	Hlaing Sein	Yan Koke	Kawkareik	72	220	230	<b>450</b>	200	72	Gov and KNU	Government
12	Zaw Hae	Yan Koke	Kawkareik	62	186	185	<b>371</b>	88	53	Gov and KNU	Government
13	Hkaw Ket	Kaw Mar	Kyainseikgyi	75	110	140	<b>250</b>	63	50	KNU	KNU (KED)
14	Dauk Kat	Kyar Inn Shwe Doe	Kyainseikgyi	20	35	45	<b>80</b>	35	30	Gov and KNU	Gov and KNU
15	Nan Pat Chaung	Kyar Inn Shwe Doe	Kyainseikgyi	49	120	114	<b>234</b>	55	42	Gov and KNU	Gov and KNU

Source: Survey Data, 2019

### 4.3 Survey Results

The survey findings are analyzed and shown as respondent characteristics, distribution of armed clashes, household and economics characteristics, children characteristics, the accessibility of schools and Non Formal Education Program in Kayin State.

#### 4.3.1 Characteristics of Respondents

Total of 291 respondents have participated in this study. The finding of respondents' characteristics is presented in Table 4.2.

**Table 4.2 Characteristics of Respondents**

Characteristics of respondents	Number of respondents (N)	Percent
<b>Type</b>		
Parents	151	51.89
Village elders/leaders	112	38.49
Teachers	28	9.62
<b>Gender</b>		
Male	144	49.48
Female	147	50.52
<b>Age</b>		
<= 24	11	3.78
25-34	49	16.84
35-44	91	31.27
45-54	85	29.21
55-64	40	13.75
> 65	15	5.15
<b>Religion</b>		
Buddhist	197	67.7
Christian	89	30.58
Traditional belief	3	1.03
Others	2	0.69



Characteristics of respondents	Number of respondents (N)	Percent
<b>Number of respondents by township</b>		
Hap-An	57	19.59
Hlaingbwe	55	18.90
Hpapun	57	19.59
Kawkareik	62	21.31
Kyainseikgyi	60	20.62

Source: Survey data, 2019

In total 291 respondents, 51.89 percent of respondents are parents which were the highest followed by village elders/leaders and teachers. The sex ratio of respondents for male (49.48%) and female (50.52%) were participated equally in this study. The respondents within the age of 35-44 group was highest (31.27 percent) participating in this survey followed by the group of 45-54 (29.21 percent), 25-34 (16.84) and 55-64 (13.75). The average age of respondents is 43.86 years with standard deviation is 11.87. The percentage of married respondents (85.57 percent) is 11 times higher than single respondents. 197 out of 291 respondents are Buddhist and it was 2 times higher than the Christian and other religions.

#### 4.3.2 Household and Economic Characteristics of Respondents

The findings of the number of family member of respondents is presented in Table 4.3, type of houses in Table 4.4 and distribution of economic status of respondents in Table 4.5.

**Table 4.3 Number of Family Member of Respondents**

Family members	Male		Female	
	Number	Percent	Number	Percent
Only one person	28	9.62	17	5.84
Two to five-person	179	61.51	199	68.38
Above five person	77	26.46	67	23.02
No Answer	7	2.41	8	2.75

Source: Survey data, 2019

According to the survey result, more than half of households in this survey have two to five family members. Mean household size from survey data is 8.5 which was nearly double of the mean household size of 2014 census data, 4.6 in Kayin State (Department of Population, 2015). Furthermore, having two to five siblings is 2 times higher than having above five siblings among survey respondents.

**Table 4.4 Type of Houses of Respondents**

<b>Type of Houses of Respondents</b>	<b>Number of Respondents (N)</b>	<b>Percent</b>
Timber house	202	69
Bamboo house	49	17
Brick foundation	30	10
Detached house	5	2
Others	5	2
<b>Total</b>	<b>291</b>	<b>100</b>

Source: Survey data, 2019

Survey indicates that most of the families stay in the timbered house which is the highest proportion among other type of house. The respondents who stay in the timbered house was 69 percent. According to the census data, people used timber to build the house in Kayin State was 74.1 percent which is not much difference with survey data. It is noticed that most of the houses in the survey areas are not built with brick construction but with timber due to the poor economic status. The timber houses are more affordable to build than with brick.

**Table 4.5 Distribution of Economic Status of Respondents**

<b>Economic status</b>	<b>Number of Respondents (N)</b>	<b>Percent</b>
<b>Major source of income</b>		
Farming (Farm Land/Up Land)	148	50.86
Gardening	37	12.71
Shopkeeper/Seller	23	7.90
Government staff	3	1.03
Teachers	14	4.81
Pastor	10	3.44
Odd job	49	16.84
Dependent	2	0.69
Others	5	1.72
<b>Average monthly income</b>		
< 50,000	100	34.36
50,000-100,000	75	25.77
100,000-200,000	65	22.34
200,000-300,000	30	10.31
> 300,000	16	5.5
Do not answer	5	1.72
<b>Average monthly household expenditure</b>		
< 50,000	84	28.87
50,000-100,000	94	32.3
100,000-200,000	75	25.77
200,000-300,000	27	9.28
> 300,000	6	2.06
Do not answer	5	1.72

Source: Survey data, 2019

Table 4.5 presents main income sources of respondents' household and it is noted apparently that agriculture is the highest sources of income with 71.57 percent (farming 50.86 and gardening 12.71 percent) followed by oddjob, 16.84 percent. Only 1.03 percent of respondents, which is the lowest percentage, are working as government staff.

When identifying the monthly income, of 61.17 percent answered their monthly households income is under 100,000 kyats which is equivalent to 67 USD (1,500 MMK/USD). Household income more than 300,000 kyats per month appeared only 2.06 percent. The data showed low-income families is 6 times greater than a high-income family. This shows the largest difference in income inequality among the families in Kayin State.

The economic instability in the area are also linked with stability of the region. The investment did not come to the area where conflict occurred and people have been suffered that consequences for decades in Kayin State. The household with low income are struggling for their survive daily and could not afford to send their children to school or withdrawing from school as a result.

### 4.3.3 Children Characteristics

Age group of children by household is presented in Table 4.6 and distribution of students by household in Table 4.7.

**Table 4.6 Number of Children by Age**

Age of children	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Under five years	72	11.58	55	9.37	127	10.50
5-9 years	79	12.70	68	11.58	147	12.16
10-13 years	82	13.18	90	15.33	172	14.23
14-15 years	52	8.36	72	12.27	124	10.26
16-18 years	337	54.18	302	51.45	639	52.85
<b>Total</b>	<b>622</b>	<b>100</b>	<b>587</b>	<b>100</b>	<b>1209</b>	<b>100</b>

Source: Survey data, 2019

The survey result showed that children with the age of 16-18 years were 52.85 percent which was the highest among all. Middle school year age (10-13 years) was the second highest with 14.23 percent followed by primary school age (5-9 years) with 10.16

percent. The number of boys (51 percent) is slightly higher than girls (49 percent) in the survey households.

**Table 4.7 Distribution of Students by Household**

Number of students	Male		Female	
	Number	Percent	Number	Percent
one children	85	29.21	99	34.02
two children	38	13.06	43	14.78
three children	5	1.72	10	3.44
four children and above	5	1.72	7	2.41
<b>Total</b>	<b>133</b>	<b>45.70</b>	<b>159</b>	<b>54.64</b>
<b>Never attending school</b>				
one children	43	14.78	34	11.68
two children	12	4.12	5	1.72
three children	3	1.03	1	0.34
four children and above	2	0.69	1	0.34
<b>Total</b>	<b>60</b>	<b>20.62</b>	<b>41</b>	<b>14.09</b>
<b>Withdrawing from school</b>				
one children	45	15.46	50	17.18
two children	15	5.15	8	2.75
three children	7	2.41	4	1.37
four children and above	5	1.72	2	0.69
<b>Total</b>	<b>72</b>	<b>24.74</b>	<b>64</b>	<b>21.99</b>

Source: Survey data, 2019

According to survey results, most families have only one student (male or female or both) which is the highest one in this study. Among them, a household with children who never attend school is 20.6 percent for males and 14 percent for females. Regarding the children who withdrawing from education, it is also found that males are slightly higher in education than females. Globally, millions of girls are not at school today. They are shut out of education because of discrimination, poverty, emergencies and culture (Their World, 2017). This study finds that the percent of children who never attend school in males is higher than females.

#### 4.3.4 Armed Clashes in the Village and Surrounding Villages of Respondents

Table 4.8 presents armed clashes happened for the last time in the village and surrounding villages of respondents.

**Table 4.8 Armed Clashes happened in the Village and surrounding Villages**

Description	Number of respondents (N)	Percent
<b>Armed clashes happened for the last time in the village (N=291)</b>		
Before 1985	19	6.53
1986-1995	14	4.81
1996-2005	74	25.43
2006-2015	109	37.46
2016 onwards	15	5.15
Do not remember	60	20.62
<b>Armed clashes happened for the last time in the surrounding villages</b>		
Before 1985	17	5.84
1986-1995	12	4.12
1996-2005	66	22.68
2006-2015	117	40.21
2016 onwards	9	3.09
Do not remember	70	24.05

Source: Survey data, 2019

According to the survey data, nearly 80 percent of respondent answered that armed clashes were happened in their village and surrounding villages from 1973 to 2019. The armed clashes results the environment where people fear for their safety and security and leads to forced labour, forced recruitment and landmine contamination in the areas. 37.46 percent of respondent assured that armed clashes occurred in the period of 2006-2015 was the highest. According to the finding, most of the clashes happened before the signing of Nationwide Ceasefire Agreement (NCA) between the Government and Ethnic Armed Organizations operating in Kayin State in late 2015. But some clashes

between the NCA signatories or with the splinter groups were still happening in some areas of Kayin State after signing which contribute to insecurity in the areas.

#### 4.3.5 The Presence of Armed Groups in the Village

Table 4.9 presents the presence of armed groups in the village of respondents.

**Table 4.9 The Presence of Armed Groups in the Village**

Description	Number of respondents (N)	Percent
<b>Presence of armed groups in the village</b>		
Yes	232	79.73
No	53	18.21
Do not answer	6	2.06
<b>Number of armed groups presence in the village</b>		
1	41	14.09
2-3	137	47.08
4-5	36	12.37
> 5 groups	19	6.53
Do not answer	58	19.93

Source: Survey data, 2019

The survey result showed that nearly 80 percent of respondents mentioned the presence of armed groups in their village and 2 to 3 armed groups were usually in the village answered by 47.08 percent of respondents. People feel unsafe in the presence of armed groups creating the environment of fear in the village. For personal safety and security reason, some respondents feel reluctant to provide such figures.

#### 4.3.6 Period that Armed Clashes occurred in the Areas

The period that armed clashes mostly occurred in the areas is presented in Table 4.10.

**Table 4.10 Period that Armed Clashes mostly occurred in the Areas**

Description	Number of respondents (N)	Percent
<b>Period armed clashes occurred mostly</b>		
Open Season (November to May)	165	56.70
Rainy Season (June to October)	37	12.71
Whole year	18	6.19
Do not know	71	24.40

Source: Survey data, 2019

The data showed armed clashes could be happened throughout the year but it was mostly occurred in open season which covers the period from November to May which is also fallen in the school season confirmed by 56.70 percent of respondents. The consequences of armed conflict include the continuation of displacement, restrictions on movement and school shut down during the school season have hindered the access to education in the region.

#### 4.3.7 Experiences on Displacement among Respondents

Table 4.11 describes the experiences on displacement among respondents due to the Armed Conflicts.



**Table 4.11 Experiences on Displacement among Respondents**

Description	Number of respondents (N)	Percent
<b>Displacement or Relocation of the village by armed conflict? (N=291)</b>		
Yes	241	82.82
No	45	15.46
Do not remember	5	1.72
<b>If Yes, how many times did they have to displace/relocate? (N=241)</b>		
1 time	43	17.84
2-3 times	115	47.72
4-5 times	16	6.64
> 5 times	67	27.8
<b>When was the last displacement/relocation? (N=241)</b>		
Before 1985	20	8.30
1986-1995	15	6.22
1996-2005	72	29.88
2006-2015	109	45.23
2016 onwards	15	6.22
Do not remember	10	4.15

Source: Survey data, 2019

According to the result of survey, 82.8 percent of respondents (241 respondents) answered that they had experiences on displacing/relocating to another places due to the armed conflicts in the region. Out of 241, 47.72 percent of respondents had displaced two to three times which was the highest frequent followed by 27.8 percent of respondents who had to displace more than five times. The 45.23 percent of respondents answered that for the last time of displacement was undertaken in 2006-2015 and 29.88 of respondents said it was in 1996-2005. The displacement has been taken in relation with military operations carried out by Tatmadaw in Kayin State through the late 1990s. Armed conflicts and violence continued to drive internal displacement in the region. People have to flee from their place of origin and some families flee to the refugee camps in Thai-Myanmar border.

#### 4.3.8 Casualties of Civilian by Armed Conflicts

Table 4.12 shows the Causalities of Civilian by Armed Clashes in the village.

**Table 4.12 Civilian Causalities by Armed Conflicts**

Description	Number of respondents (N)	Percent
<b>Any Civilian Causalities (Injured or killed) by armed clashes? (N=291)</b>		
Yes	219	75.26
No	63	21.65
Do not remember	9	3.09
<b>If Yes, When? (N=219)</b>		
Before 1985	18	8.22
1986-1995	12	5.48
1996-2005	64	29.22
2006-2015	115	52.51
2016 onwards	10	4.57

Source: Survey data, 2019

Based on the survey results, 75.26 percent of respondents had answered that there were people from their villages got injured or killed during the time of armed conflicts. 52.51 percent of respondents answered that it was happened during the period from 2006 to 2015 which was the period of intense fighting between the government and EAOs in the region. It was one of the concerns that fear of violence has kept parents from sending their children to school during armed clashes. But the number of incidents was going down after NCA in 2015 according to survey result.

#### 4.3.9 Reason of Never attended School and Withdrawing from School

The reasons of children never attending school and withdrawing from school is showed in Table 4.13.

**Table 4.13 Reason for Never attending School and Withdrawing from School**

Reason	The main reasons of not attending school		The main reasons of withdrawing from school	
	Number	Percent	Number	Percent
No teacher at school	-	-	3	2.94
No school infrastructure	2	2.38	3	2.94
Language barriers	3	3.57	4	3.92
Health problem	5	5.95	16	15.69
Insufficient income	44	52.38	46	45.10
Schools shut down frequently	2	2.38	0	0.00
Displacement	3	3.57	4	3.92
Security condition of the area	7	8.33	6	5.88
Armed Clashes	8	9.52	8	7.84
Birth defect	4	4.76	4	3.92
No desire to attend school	6	7.14	8	7.84
<b>Total</b>	<b>84</b>	<b>100</b>	<b>102</b>	<b>100</b>

Source: Survey data, 2019

According to the survey, 84 of 291 households have answered the questions related to main reasons for the children never attending school. 52.38 percent of respondents answered that insufficient income is the main reason which has relationship with development and security condition of the areas. Armed clashes also drive them away from education which was second highest answered by 9.52 percent of respondents.

102 out of 291 households have answered the questions related to main reason for the children withdrawing from school and 45.10 percent of respondents answered insufficient income contributes livelihood struggles and financial burden for the family which affect children education. It was one of the main reason withdrawing children from school.

Furthermore, other reasons why children never attending school and withdrawing from school were also given as no teachers at school, no/poor school infrastructure, language barriers, schools shut down frequently, displacement and security condition which were the consequences of armed conflict in the areas.

#### 4.3.10 Educational Status and Language Skills of Respondents and Spouses

The educational status and language skills of respondents and spouses were summarized and showed in Table 4.14 and Table 4.15.

**Table 4.14 Educational Status of Respondents and Spouses**

Education level	Respondent		Spouse	
	Number	Percent	Number	Percent
No education	35	12.03	40	13.75
Primary	132	45.36	139	47.77
Middle	51	17.53	50	17.18
High	25	8.59	13	4.47
University	1	0.34	2	0.69
Graduate	19	6.53	1	0.34
Monastic education	6	2.06	6	2.06
Not remember	22	7.56	40	13.75
<b>Total</b>	<b>291</b>	<b>100</b>	<b>291</b>	<b>100</b>

Source: Survey data, 2019

According to the survey result, the majority of respondents (45.36 %) and their spouses (47.77%) received primary education only. 12 percent of respondents and nearly 14 percent of the spouses have never attended school since they have been suffering the consequences of armed conflicts for their life. A few percent (6.53%) of respondents (teachers) have graduated and obtained the highest level of education among other respondents.

**Table 4.15 Language Skills of Respondents and Spouses**

Language	Respondent		Spouse	
	Number	Percent	Number	Percent
S'gaw Kayin (W,R,S)	114	39.18	93	31.96
S'gaw Kayin (R,S)	24	8.25	14	4.81
S'gaw Kayin (S)	111	38.14	121	41.58
Understand (few)	13	4.47	8	2.75
Pwo Kayin (W,R,S)	26	8.93	19	6.53
Pwo Kayin (R,S)	2	0.69	9	3.09
Pwo Kayin (S)	48	16.49	53	18.21
Understand (few)	51	17.53	39	13.40
Burmese (W,R,S)	120	41.24	83	28.52
Burmese (R,S)	19	6.53	9	3.09
Burmese (S)	38	13.06	43	14.78
Understand (few)	49	16.84	73	25.09
Mon (W,R,S)	2	0.69	–	–
Mon (R,S)	1	0.34	4	1.37
Mon (S)	14	4.81	32	11.00
Understand (few)	41	14.09	14	4.81
Shan (W,R,S)	2	0.69	–	–
Shan (R,S)	2	0.69	5	1.72
Shan (S)	17	5.84	23	7.90
Understand (few)	54	18.56	32	11.00

Source: Survey data, 2019

Language is playing very important role accessing education in Kayin State. The survey result showed that only 41.24 percent of respondent and 28.52 percent of their spouse could read, write and speak Burmese which mean more than 50 percent could not

read, write and speak Burmese language which was the biggest barrier to access education in the conflict affected area as Burmese language is an official language and the government school curriculum was developed in Burmese language. As the residence of Kayin State, the majority of respondents and spouse could speak S'gaw and Pwo Kayin language but weak in Burmese according to findings. More than half of the respondents did not understand Burmese very well during data collection process and thus the questionnaires were translated into their mother language.

#### **4.3.6 The Accessibility of School in Kayin State (Case: fifteen villages)**

In Ta Yee Hope Kwee village, school is situated on the hill near the monastery. There are temporary building and brick building for teaching with a playground for children. There are 15 teachers and 200 students in this school. School materials such as chairs and tables are not adequate in this school. Furthermore, students require to go to another village to continue their high school education. Students used to go to Shan Ywar Thit, Khum Bee village, Kyar Inn Village and Kwee Lay village to attend high school. The students used motorbike or bicycle while going to school. However, these villages are so far from Ta Yee Hpoee Kwee village and it takes one hour by car/motorbike and three hours by bicycle. Therefore, parents have to rent a house near the school for their children and some students stay in their relatives houses. The condition of road is not very good but students require crossing bamboo bridges as well as cement bridges to go to another village. KNU supports salary for teachers, stationeries and school uniform for students.

In Shan Ywar village, there is only a primary school established. The school was built with brick foundation. One teacher takes responsibility for 24 students. For middle and high education, students need to go to Kyoe Thar village by using a car or motorbike and it takes 20 minutes drive. The students used to go over the stony roads and crossing bridges.

In Dauk Kat village, the school building was donated by Community Development Driven (CDD). One teacher takes responsibility for 7 students in this school. KNU supports some books and stationeries for students and salary for teachers yearly.

There is a primary school which was built by cement floor and wood in Zaw Hae village. The condition of the school is good. One teacher takes responsibility for 10 students. Children have to go to Yan Koke village to continue their middle-level education. It takes 30 minutes by car or motorbike and 60 minutes by bicycle from Zaw Hae village. Children used to go to school in Yan Koke village by motorbike and bicycle. There is no bridge and children face difficulties in transportation during the rainy season. Furthermore, the roads has been destroyed by flood during the rainy season.

There is no school in Hlaing Sein village. Therefore, children have to go to Yan Koke village to attend school. Children used to go to school by bicycle and it takes 30 minutes from Hlaing Seeing village. The condition of roads is good in all seasons.

There is a temporary community school in Dayt Law Pu village. One teacher takes responsibility for 30 students in this school. Children have to go to Whay San to attend government primary school. It takes 30 minutes by bicycle and 45 minutes on foot. Students face difficulty to go to school as there is muddy in rainy season and dusty in summer season along the way to school.

There is a primary school in Taung Kone village which is a brick foundation school. There are 7 teachers and 14 students in this school. Children have to go to Naung Kyan to attend middle school and it takes 30 minutes by motorbike. Children face difficulty accessing to school since roads and bridges had been damaged during the rainy season.

There is an associated high school which was built by cement and wood in Ku Seik village. One teacher takes responsibility for 30 students. Although the school condition is good, roads and streets are covered with mud during rainy season except for the main road. Children from other villages may face difficulty to come to Ku Seik village to attend high school during the rainy season and it takes 30 minutes on foot.

There is a primary school which is a little damaged wood building in Nan Pat Chaung village. One teacher takes responsibility for 10 students in this school. Children have to go to Khot Kwer village to attend middle school. It takes 90 minutes on foot from Nan Pat Chaung village and the road condition is good. KNU supports some books and stationeries for students.

There is a government school in Win Da Yei village which is built with a brick foundation with a zinc roof. One teacher takes responsibility for 40 students in this school. In this village, the Tatmadaw (Myanmar Armed Forces) takes responsibility for village security during the time of the exam. For transportation, the main road is good and the lanes in the village are damaged during the rainy season.

There is a primary school in Nyaung Pin village which was built by cement and wood. One teacher takes responsibility for 10 students. Children have to go to Ta Khun Taing village to attend middle school and Hpa-pun to attend high school. Students always go to middle and high schools by bicycle and on foot. In the rainy season, children need to use a boat to go to school. It takes 30 minutes by bicycle, 60 minutes on foot and 30 minutes by boat respectively. The condition of roads is good in opening season and bad in the rainy season due to the flood. KNU supports some stationaries for students.

In Thar Yar Kone (Kat Pa Li) village, there is the middle school which was built with brick foundation. There are 9 teachers and 292 students in this school. For high-level education, students need to go to Shwe Doe village by using a car or motorbike. Students always stay at a hostel in Shwe Doe village because the road condition in the village are not good during the rainy season. It is required to renovate.

There is no school in Ta Tan Ku village. Children required to go Nan Taw Toe village to attend primary school. It takes 15 minutes by car or motorbike, 30 minutes by bicycle and 60 minutes on foot but most of the children used to go by bicycles. Children face difficulty in transportation as the road had been damaged by a natural disaster such as flood, especially in the rainy season.

In Hkaw Ket village, the school building was donated by Japan organization (D9D) and the building was finished in 2019. One teacher takes responsibility for 16 students in this school. KNU supports some books and stationery for students.

There is a primary school with brick foundation in Kawt Pa Naw village. Children in this village are required to go to Du Yin Seik village for middle school education and high school education in Kyar Pan Village. Children used to go with motorbike and bicycle when going to school. It takes 15 minutes by motorbike and 60 minutes on foot. The condition of the road is not good and required to renovate.



In summary, the government established schools are found in 13 out of 15 survey villages. However, two villages which are Ta Tan Ku and Hlaing Sein villages have no government school according to the survey. Anyhow, the students from the villages are required to go to another villages or towns to continue higher education since most of the government provided schools are in the survey villages are only primary education level. The condition of roads is not good in all villages except Nan Pat Chaung village and transportation become one of the barriers for the children to go nearby villages or town as daily basis. Therefore, some children are organized to live with their relative and some rent the space while studying higher education in towns. It is noted that transportation is very difficult especially in the rainy season due to heavy rainfall and floods. As consequences, the number of absence to the school is getting higher and children have less interested in education.

#### **4.3.8 Respondents' opinion on Education in Conflict-affected Areas**

Respondents from Ta Yee Hpoe Kwee village said that children had a chance to study at school and parents are also encouraging their children for education and send them to school. However, the number of teachers provided for the school are inadequate. There are also a language barrier between the students and teachers while teaching. Some government teachers do not understand the local language (especially Kayin language) which is a big challenges. The government support salary for teachers and villagers also provides in kind or in cash to cover additional expense while living in the village. Although school building was provided by the government in this village but the area is belongs to KNU administration. Therefore, children faced difficulties and have to struggle between two languages (Burmese and Kayin language). In previous time, children did not go to school due to armed conflict and security concern in the area. But after NCA signed in 2015, children can attend school peacefully. It is also noted that some parents did not encourage their children for education especially people who worked odd job faced difficulties to send their children to school.

Respondents from Shan Ywar village said that parents are encouraging their children to be educated. However, children who aged 13-14 years are less interested in education and they go to Bangkok, neighbour country to look for a job. Some children

did not continue the education as they become drug users as drugs are easily available in the area.

Respondents from Dauk Kat village mentioned that the educational status of people is low in the village as this village is situated in a remote area of Myanmar. Inadequate knowledge of parents in education can also effect on children's education. Most of the parents have worked in the agriculture sector and they believe that they can live without education. Furthermore, language barrier, poor socioeconomic status, difficult transportation and insufficient number of teachers are the major challenges to improve in education.

Respondents from Zaw Hae village mentioned that children are having difficulties to go to school due to armed clashe, as the result, the improvement of education was delayed in the area. They believe that children could only be able to attend school peacefully if there is no more armed conflicts in their areas. Stability in the area can promote educational status. Some parents had poor socioeconomic situation and thus they cannot invest in their children's education.

Respondents from Hlaing Sein village said that parents wanted their children to become an educated person. However, there is no school in this village and it become a big challenges for the family with insufficient income. The parents could not able to send their children to school in nearby villages or town. Therefore, most of the parents in this village wanted to get government school.

Respondents from Dayt Law Pu village stated that there are many requirements to improve education in this village especially transportation and number of teachers. Parents wanted to see more development of their children in education. However, due to the financial barrier, they cannot invest for their children in education.

Respondents from Taung Kone village indicated that the village will develop if the education has been improved. Currently, the ferry is needed for the children to attend middle and high school in another village.

Respondents from Ku Seik village indicated that the current education system is better than the previous. The challenges and barriers in all sector including education has been reduced in their area after bilateral agreement between the government and ethnic armed organizations signed in 2012. However, student and teacher ratio is still high.

Although parents want their children to be educated, some children are less interested in education. Their intension was just to finish primary education level only. Actually, education is important for local development. Ethnic students face a language barrier and there are no sufficient teachers in a local school which are a big challenges to improve education in the conflict affected area.

Respondents from Nan Pat Chaung village indicated that school in this village has recognized by the government in 2018. Many development has been seen if it is compare with the previous situation. The stability of the area supports the improvement of education in this village. Children can study peacefully without displacement and not to worry about armed conflicts.

Respondents from Win Da Yei village indicated that collaboration among parents and teachers are weak. But the number of teachers is provided good enough in primary school. The students did not understand the lessons very well although they have passed the exam. The students have to struggle in English and Mathematics which are very difficult for them due to the language.

Respondents from Nyaung Pin village mentioned that parents want their children to become an educated person in the future. However, some parents cannot invest in the education because of poor socioeconomic status. Parents had a thought that the current education system is not good for their children as every child can pass the exam without heavily afford on learning.

Respondents from Thar Yar Kone (Kat Pa Li) village mentioned that current education system is based on the system that every students will pass the exam and thus, students do not want to make an afford while studying. Furthermore, teacher and student ratio is unequal and there is no enough space for teaching. The parents understand that people will have more opportunities in every sector if they are educated. There was no development in education in previous because of ethnic armed conflict in this area.

Respondents from Ta Tan Ku village indicated that insufficient teachers and poor infrastructure are a big challenges for the improvement of education in their village.

Respondents from Hkaw Ket village said that education in this village has been improved compared to previous situation. After NCA process, students can study freely

and peacefully. But some parents are still more focusing on the development of their economic rather than development of education for their children.

Respondents from Kawt Pa Naw village designated that insufficient financial status are the major problems for parents and they could not support for the children's education. The households with low incomes cannot invest in the education of their children. Transportation is also a big challenge for the children accessing to education.

In summary, the improvement of education status in each village is better than the previous situation due to the Nationwide Ceasefire Agreement signed between the government and ethnic armed organizations in 2015. Children have more access to education and they can study peacefully after NCA. Most of the parents wanted their children to become an educated person. However, insufficient school buildings, inadequate teachers, poor socioeconomic status of the family are still remain as the major disturbance in the improvement of education.

#### **4.3.9 Challenges on Education and Assistance requirement**

Most of the respondents (70 percent) mentioned that children did not go to school in previous because of armed conflict. Currently, children have more access to education and students can study peacefully after signing NCA. However, children have a concern and difficulties to go to school during the rainy season and flood occurs everywhere in the areas. Furthermore, children are weak in understanding of Burmese language as the government curriculum was developed in Burmese. Some families have many children and they cannot support all children to go to school. Parents wanted to have a teacher who can speak local language or local teacher. Although KNU provided a support to some education activities but they did not interfere in daily activities of teaching. There is no health care provider and clinic in this village. When children suffer an illness, parents go to town to see a doctor. Sometimes, a medicine/drug can be received from the health assistant of KNU. Government should consider for the arrangement or support to parents who cannot afford to send their children to the school.

Some respondents (30 percent) indicated the language barrier, poor socioeconomic status of family and insufficient teachers are the disturbance to accessing education. Government should take action on people who distribute the drug and ensure

law enforcement in the area. Drug reduction activities should be implemented in this village. Furthermore, it is also noticed that there are some armed organizations that trying to persuade and recruit children for their organization. There are in need of support from the government or organizations for education.

It is observed from the survey that there were lots of barriers for the children to get access to education due to the security, displacement, unavailability of school infrastructure, insufficient number of teachers, economic instability and etc. The armed conflicts prevent the opening of schools, increase in teacher absenteeism and threaten the security of the children while going to the school. The educational status was difference before and after NCA in Kayin State. As the Government and Ethnic Armed Organizations abide by one of the provisions in NCA which is to provide support to improve wellbeing including education of the people in the conflict affected areas, people have more confidence on movement and having access to higher education. The education status of Kayin State is getting improved after post conflict according to the survey result.

#### **4.3.10 Non Formal Primary Education (NFPE) Programme**

Non-formal education programme have been carried out by organizations funded by different donors in Kayin State. Non Formal Primary Education (NFPE) program have been running by retired teachers led by Department of alternative education. The program is supported by UNICEF and Ministry of Education (MOE) in Kayin State. The program aims to promote educational equity for the children and to reduce illiteracy in the region. The NFPE covers five townships: Hpaan, Hlaingbwe, Kawkareik, Kyainseikkyi and Myawaddy in Kayin State. Children with the age between 10-14 years who never attend school or withdrawing from school were selected for the program. 2161 beneficiaries from 15 villages have been registered this year. The NFPE program provided second chance for the children to accessing education and 80 children have passed the matriculation exam through this program. But there are some challenges for the implementation of the program due to inadequate cooperation from department of education, insufficient support to the teachers and livelihood struggles in the families. Armed clashes in the areas made the children inaccessible to education. People need to be

displaced by armed conflict. As result, children could not go to school or withdrawing from school when armed clashes occurred.

The program organizer said the sufficient support from the government is needed in terms of providing adequate school infrastructures, teachers, teaching aids, stationaries and cooperation from the parents is a key to success the program in the conflict affected areas.

## **CHAPTER V**

### **CONCLUSIONS**

#### **5.1 Findings**

Myanmar's 2014 census found that 20 percent of the school age children are out of school countrywide and Kayin and other conflict affected States are at the top of the list. People in Kayin State have been suffering the effect of armed conflict since 1947 when the KNU (formerly known as KNDO) upholds armed revolution. Since then, the armed clashes between Tatmadaw and KNU have been occurred almost everywhere in Kayin State. The heavy fights happened in late 1990s when the Tatmadaw launched military operations with four cut strategy. The family including children forced to flee from their place of origin by armed conflicts and some household flee to refugee camps in Thai-Myanmar border. The armed conflict causing damage to infrastructure, the destruction of assets, forced displacement, increased unemployment and economic instability in the region contributing the number of low-income household increased.

There was no schools or poor school infrastructure available for the children in most of the part in Kayin State. As the government had limited capacity and access to the areas at the time of conflict, they could not provide teachers and implement free compulsory education to the children in conflict affected areas in Kayin State. On the other words, the government was not able to create equal opportunities for all children to access free compulsory education in Kayin State. During the time of conflicts, parents were afraid to send their children to school and some school children had to withdraw from school for the security reason. One of the consequences of armed conflict was economic instability of the household made unaffordable to send the children to school. During the time conflict from 2006 to 2015, the dropout rate was very high and enrollment rate was low compared with the data after NCA. Insufficient school buildings,

inadequate teachers, poor socioeconomic status of the family are the major disturbance in the improvement of education. Furthermore, children are weak in understanding Burmese language and it is one of the biggest barriers so far to accessing education.

Armed conflict made the region insecure and undeveloped in all sector including road infrastructure and transportation system. As a result, approximately 120 minutes on foot was the average walking hour to get to school in some survey villages. It has been a long distance for the children with no facilities. Additionally, floods usually occur in Kayin State during the school season and there was no proper contingency plan applied on ground. Therefore, the parents and children have a concern with all the difficulties to access education.

Livelihood struggles and financial barriers have acted as obstacles to villagers accessing education over a decade. The households from conflict affected areas have low-income and they could not afford to pay for school fees especially when the children need to access middle and high school education. All the education related costs become heavy burden and made on the children separate to education.

However, the situation gets better after former president U Thein Sein invited all EAOs for peace dialogue in 2011 and bilateral agreements between the government and EAOs was signed in 2012 and 2013 as initial step. After having several talks and meetings, the NCA was signed between the government and eight EAOs in late 2015. 2015 afterward, the number of armed clashes between the government and EAOs has been significantly decreased in Kayin State according to the findings. As a result, children have more access to education compared to the past in the region according to the data. School dropout rate was declined after NCA from 55 percent to 44 percent (2014-2015 to 2018-2019). The numbers of schools, teachers and students have been increased yearly as the government tried to create equal opportunity in education in collaboration with respective EAOs in Kayin State after peace agreement.

The Government Education Department and Karen Education Department (KED) had initially talked to cooperate and work for education for the children in the conflict affected areas. As a progress, Karen language has been allowed to be taught in the government schools but only after school hours since 2014. The survey finds that KED schools were using their curriculum in their operational villages in Kayin State. The



discussion between two education service providers were still going on and it was a big challenge for the students from KED transferring to the government schools as well as recognition by the government for the students who finished KED education. Moreover, the government is in a progress of developing school curriculums in ethnic languages to overcome the language barriers for the children and local native teachers has been encouraged and posted in their areas.

## **5.2 Recommendation**

Free compulsory education and special education program for low-income households and children in the conflict affected areas should be considered and implemented since they have been suffering the negative effect of conflict directly or indirectly such as physical and psychological trauma, displacement, inadequate and unsafe living conditions, environmental hazards, the destruction of health, education and economic infrastructure for decades. Safe environments and sufficient school facilities for all children and native language teachers should be provided across the region.

Language is a vital tool for communication and understanding different languages benefit people to build trust and good relationship among each other. Therefore, as initial step, a session of individual ethnic history, literature and language should be included and to be taught within the school to reduce feeling of losing their cultural identity in the society.

Peace education program should be initiated and implemented across the country to prevent further conflict again. The school curriculums for peace should also be taught in the school and training in teaching peace education should be given.

The government should consider providing the quality schools within safe physical distance for the children from where they live. So that, it will reduce financial burden related to accessing education as well as security risk for the children.

Non Formal Education programme should be promoted for the children who have dropped out of formal education due to the conflict, poverty and migration. The children from conflict affected areas are more vulnerable and all townships in Kayin State have been most affected by long-running conflicts between the government and EAOs. Thus, the government should work and support the organizations that implementing NFE programme in Kayin State.

Moreover, the Government and EAOs should ensure to move forward on the implementation of the NCA and strengthen the ceasefire provisions and civilian protections including the rights to Education for the children in conflict affected areas.

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## APPENDIX

### SURVEY FORM (PARENTS)

#### THE EFFECTS OF ARMED CONFLICT ON FORMAL EDUCATION OF KAYIN ETHNICS IN KAYIN STATE

This survey is to analyze the effects of Armed Conflict on Formal Education of Kayin Ethnic in Kayin State for the thesis of Master of Public Administration. This study is purposed to suggest the authorized body based on the results of survey, the situation of Formal Education of Kayin Ethnic in Kayin State by answering these questionnaires accurately. This questionnaire is for research purpose only and all answers will be confidential.

QID.....

Date.....

Native Township.....

Current Township.....

Native village tract.....

Current village tract .....

Native village .....

Current village .....

Note: Basically, these questions will be asked parents (mother or father) who have at least one child over five year of age who is student.

Sr.No	Questions	Answers	Code
1	Type of respondent	Parents	1
		Teachers	2
		Village Administrator/Leader	3
2	Gender	Male	1
		Female	2
3	Age	Age.....	
4	Religion of respondent	Buddhist	1
		Christian	2
		Hindu	3
		Islam	4
		Traditional belief	5

		Others (Specify)	6
5	Marital status	Married Separated Widow Other (Specify)	1 2 3 4
6	<b>Educational status (Respondent)</b> Primary Middle High University Graduate Other (Specify)	1 2 3 4 5 6	<b>Educational status (Spouse)</b> Primary Middle High University Graduate Other (Specify) 1 2 3 4 5 6
7	<b>Language status (Respondent)</b>		<b>Language status (Spouse)</b>
7.1	S'gaw Kayin (W,R,S) S'gaw Kayin (R,S) S'gaw Kayin (S) Understand (few)	1 2 3 4	S'gaw Kayin (W,R,S) S'gaw Kayin (R,S) S'gaw Kayin (S) Understand (few) 1 2 3 4
7.2	Pwo Kayin (W,R,S) Pwo Kayin (R,S) Pwo Kayin (S) Understand (few)	1 2 3 4	Pwo Kayin (W,R,S) Pwo Kayin (R,S) Pwo Kayin (S) Understand (few) 1 2 3 4
7.3	Bamar (W,R,S) Bamar (R,S) Bamar (S) Understand (few)	1 2 3 4	Bamar (W,R,S) Bamar (R,S) Bamar (S) Understand (few) 1 2 3 4
7.4	Mon (W,R,S) Mon (R,S) Mon (S) Understand (few)	1 2 3 4	Mon (W,R,S) Mon (R,S) Mon (S) Understand (few) 1 2 3 4

7.5	Shan (W,R,S)	1	Shan (W,R,S)	1
	Shan (R,S)	2	Shan (R,S)	2
	Shan (S)	3	Shan (S)	3
	Understand (few)	4	Understand (few)	4
7.6	Other (Specify)		Other (Specify)	
8	Number of sibling of respondent .....			
9	Number of family member (Parents, Siblings, Sons, Daughters, Relatives) Male..... Female.....			
10	Age of sons and daughters			
		Male	Female	
	Under five years	.....	.....	
	5-9 years	.....	.....	
	10-13 years	.....	.....	
	14-15 years	.....	.....	
11	Above 15 years			
	.....			
12	Number of students in your family			
	Male..... Female.....			
13	Number of children who did not attend school (never attend school)			
	Male..... Female.....			
13	Describe the main reasons for not attending school of your children	No teacher at school		1
		Inadequate teachers		2
		No school infrastructure		3
		Language barriers		4
		Health problem		5
		Insufficient income		6
		Schools shut down frequently		7
		Displacement		8
		Worry for land mines		9
		Security status of village		10
		Battles		11

		Other (Specify)	12
14	How many number of children withdrawing from school? Male..... Female.....		
15	Describe the main reasons for the children withdrawing from school	No teacher at school Inadequate teachers No school infrastructure Language barriers Health problem Insufficient income Schools shut down frequently Displacement Land mines risk Security status of village Armed Clashes Other (Specify)	1 2 3 4 5 6 7 8 9 10 11 12
16	What is your major source of income?	Farm Land/Upland Gardening Shopkeeper/Seller Government staff Teachers Pastor Odd job Dependent Others (Specify)	1 2 3 4 5 6 7 8 9
17	Average monthly household income	< 50,000 50,000-100,000 100,000-200,000 200,000-300,000 > 300,000	1 2 3 4 5
18	Average monthly household expenditure	< 50,000 50,000-100,000	1 2

		100,000-200,000	3
		200,000-300,000	4
		> 300,000	5
19	Home condition (Observed by enumerator)	Timber house Hut Brick foundation Detached house Other (Specify)	1 2 3 4 5
20	How many year have you been living in this village? .....		
21	When did the armed clashes (small or large) take in this (current) village? (describe accurate year) .....		
22	When did the armed clashes (small or large) take in the surrounding village? (describe accurate year) .....		
23	Are there any activities of armed groups including Myanmar Tatmadaw?	Yes No	1 2
24	If Yes, how many numbers of armed groups are presented in the village? .....		
25	Describe the name of armed groups	Tatmadaw KNU DKBA KNU/KNLA (PC) BGF NMSP The Splinter Groups Others (Specify)	1 2 3 4 5 6 7 8
26	Which month is the most armed clashes occurred?	January February	1 2

	(Multiple answer)	March	3
		April	4
		May	5
		June	6
		July	7
		August	8
		September	9
		October	10
		November	11
		December	12
27	Did the villagers flee/displace to other place because of armed conflict?	Yes	1
		No	2
		Don't remember	
28	If Yes, how often did the villages flee/displace?	1	1
		2-3	2
		4-5	3
		> 5	4
29	When is the last displaced? (Describe the year) .....		
30	Are there any injured or killed by armed conflicts?	Yes	1
		No	2
		Don't know	
31	If Yes, When? (Describe the year) .....		
32	How armed groups involved in education of children in your areas? .....		
33	Is the school situated in this village?	Yes	1
		No	2
34	School condition	Temporary school shelter	1
		Timber school	2
		Brick foundation school	3



		Others (Specify)	4	
		Don't know	5	
35	Condition of school building	Good	1	
		Fair	2	
		Bad	3	
		Worst	4	
36	How many numbers of teachers and students in the school? Number of teachers ..... Number of students.....			
37	Type of school (Multiple answer)	1. Government	Primary	1
			Middle	2
			High	3
			Others (Specify)	4
		2. KNU	Primary	1
			Middle	2
			High	3
			Others (Specify)	4
		3. Monastery education	Primary	1
			Others (Specify)	2
4. Mobile education	Primary	1		
	Others (Specify)	2		
5. Others (Specify)	Primary	1		
	Middle	2		
	High	3		
	Others (Specify)	4		
38	If there is no school in your village, nearby school that your children have to go? Name of school..... Name of village.....			
39	Please describe the distance from home to school by hour With car/motorbike..... With bicycle .....			

	On foot .....		
	Others (Specify) .....		
40	How do your children go to school in the village or nearest village?	On foot Bicycle Car/Motorbike Boat Others (Specify)	1 2 3 4 5
41	Describe the condition of streets and bridges that children used to go to school	Good Fair Bad Worst	1 2 3 4
42	Is there school shutdown in the village?	Yes No Don't remember	1 2 3
43	If Yes, why the school have to shut down?	No teacher at school Inadequate teachers No school Security status of village Armed Clashes Other (Specify)	1 2 3 4 5 6
44	Please, describe your opinion on Education .....		
45	Any problems and disturbance on the education of your children? .....		
46	What kind of support/assistance will be required to improve educational status in your village? .....		

47	Describe the highest level of education that the children attained in your village.	1. Government	Primary	1
			Middle	2
			High	3
			University	4
			Graduate	5
			Post-graduate	6
			Others (Specify)	7
		2. KNU	Primary	1
			Middle	2
			High	3
			University	4
			Graduate	5
Post-graduate	6			
Others (Specify)	7			
3. Refugee camp	Primary	1		
	Others (Specify)	2		
4. Monastery education	Primary	1		
	Others (Specify)	2		
5. Mobile education	Primary	1		
	Others (Specify)	2		
6. Others (Specify)	Primary	1		
	Middle	2		
	High	3		
	Others (Specify)	4		
48	Please describe any other suggestion .....			

Thanks for your kindly participation

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## **SURVEY FORM (ORGANIZATION)**

### **THE EFFECTS OF ARMED CONFLICT ON FORMAL EDUCATION OF KAYIN ETHNICS IN KAYIN STATE**

This survey is to analyze the effects of Armed Conflict on Education of Kayin Ethnic and to examine the role of Non-Governmental Organizations in the Non Formal Education programmes in Kayin State for the thesis of Master of Public Administration. This study is purposed to suggest the authorized body based on the results of survey, the situation of Formal Education of Kayin Ethnic in Kayin State by answering these questionnaires accurately. This questionnaire is for research purpose only and all answers will be confidential.

QID.....

Date.....

Name of organization .....

Township.....

Town.....

Note: Basically, these questions will be asked representative person who participated in the implementation of non-formal education program in Kayin State.

Sr.No	Questions	Answers	Code
1	Is your organization incorporated or legally registered?	Yes	1
		No	2
		Not require	3
2	Type of organization	INGO	1
		NGO	2
		CBO/CSO	3
		FBO	4
		Others (Specify)	5
3	How many number of employees in your organization?		
	Full-time employees .....		
	Part-time employees .....		

	Volunteers.....		
4	What is the Vision and Mission of your organization? .....		
5	What kind of NFE activities did your organization provide in Kayin State? .....		
6	How many number of villages NFE program covered in Kayin State? ..... (Describe the number)		
7	Implementation townships?	Thandaungyi Hpapun Hpa-An Hlaingbwe Kawkareik Myawaddy Kyainseikgyi	1 2 3 4 5 6 7
8	The criteria on selection of townships and villages for NFE projects? .....		
9	How many villages did NFE program cover by township? (Describe the number of villages from each township) Thandaungyi ..... Hpapun ..... Hpa-An ..... Hlaingbwe ..... Kawkareik ..... Myawaddy ..... Kyainseikgyi .....		
10	How many beneficiaries received the services from your organization? (Describe the number of beneficiaries from each township) Thandaungyi ..... Hpapun ..... Hpa-An ..... Hlaingbwe .....		

	Kawkareik ..... Myawaddy ..... Kyainseikgyi .....		
11	What challenges did your organization face in the process of implementation for NFE project? (Describe five main challenges) 1..... 2..... 3..... 4..... 5.....		
12	Strength and lesson learnt by your organization during implementing NFE program? .....		
13	What are the barriers on children's education? (Describe five main things) 1..... 2..... 3..... 4..... 5.....		
14	Is there any interaction between armed conflict and education of the children?	Yes No	1 2
15	If Yes, please explain how to interact. .....		
16	How the Armed Conflict effect on the education of Children? .....		
17	What kind of assistance is needed from the organizations (including government) for the education of children in the conflict affected area? .....		
18	Any suggestion to improve the education of children in the conflict affected area? .....		

19	Describe your perspective/view on the education system of the country. .....
20	What will be the prioritized activities if your organization received the funding? .....
21	Please describe any other suggestion .....

Thanks for your kindly participation

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