



**ACCESS TO QUALITY EDUCATION AND
PEACEBUILDING: A CASE STUDY OF INTERNALLY
DISPLACED PERSONS IN MYITKYINA, KACHIN
STATE, MYANMAR**

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Abstract

Title : Access to Quality Education and Peacebuilding: A Case Study of
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Access to quality education is an essential component for the peacebuilding process. The objectives of this research were to study the relationship between education and peace, and to implement the access to quality education policy in Myitkyina, Kachin State, Myanmar. The access to quality education during the peacebuilding process of the Internally Displaced Persons (IDPs) in Myitkyina was the focus of this case study.

The research methodology of this study employed qualitative research. The research used the documentary analysis, in depth interviews and case study to answer the research questions. The results of this study presented the access to quality education as one of the platforms to maintain long-term peace and development. The findings also suggested the access to quality education can transform negative peace into positive peace during the peacebuilding process, particularly among the IDPs in Myitkyina, Myanmar.

The significant recommendations derived from this study were to implement the access to quality education which included equal service delivery, financial supporting, curriculum for peace, qualified teachers, and the education policy focused on assisting internally displaced persons.

Keywords: *access to quality education, peacebuilding, negative peace, positive peace, education policy*

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CHAPTER 1

Introduction

“A quality education has the power to transform societies in a single generation, provided children with the protection they need from the hazards of poverty, labour exploitation and disease, and given them the knowledge, skills, and confidence to reach their full potential.”

Audrey Hepburn

(UNICEF Goodwill Ambassador in Dec 1992)

1.1 Background of the Study

Kofi Annan (Secretary General of the United Nations 1997 – 2006) pointed out, “education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy and sustainable human development”. Quality education is a momentous policy for all governments to advance social cohesion, conflict prevention and economic growth. Notably, the role of education has discussed as an important part of international affairs (UN SDG 4). This research focused on the Internally Displaced Persons’ (IDPs) education during the peacebuilding process in Myitkyina, Kachin State.

Myitkyina is the ethnic city of Kachin State, one of the armed-conflicted affected areas in Myanmar. And, Kachin State is neighbouring the Republic of China and the Democratic Republic of India, geographically situated in South East Asia (Figure 1). In Myitkyina, natural resources are jade, gold, teak, agricultural, and forestry

products. Notably, Myitkyina is a State's business centre and an important trading town between the central government and China. The urban centre possesses a population of roughly 150,000 with a mix of Kachin, Shan, Burmese peoples, some Chinese and Indians. The Kachin is a common language and the major religion is Christianity.

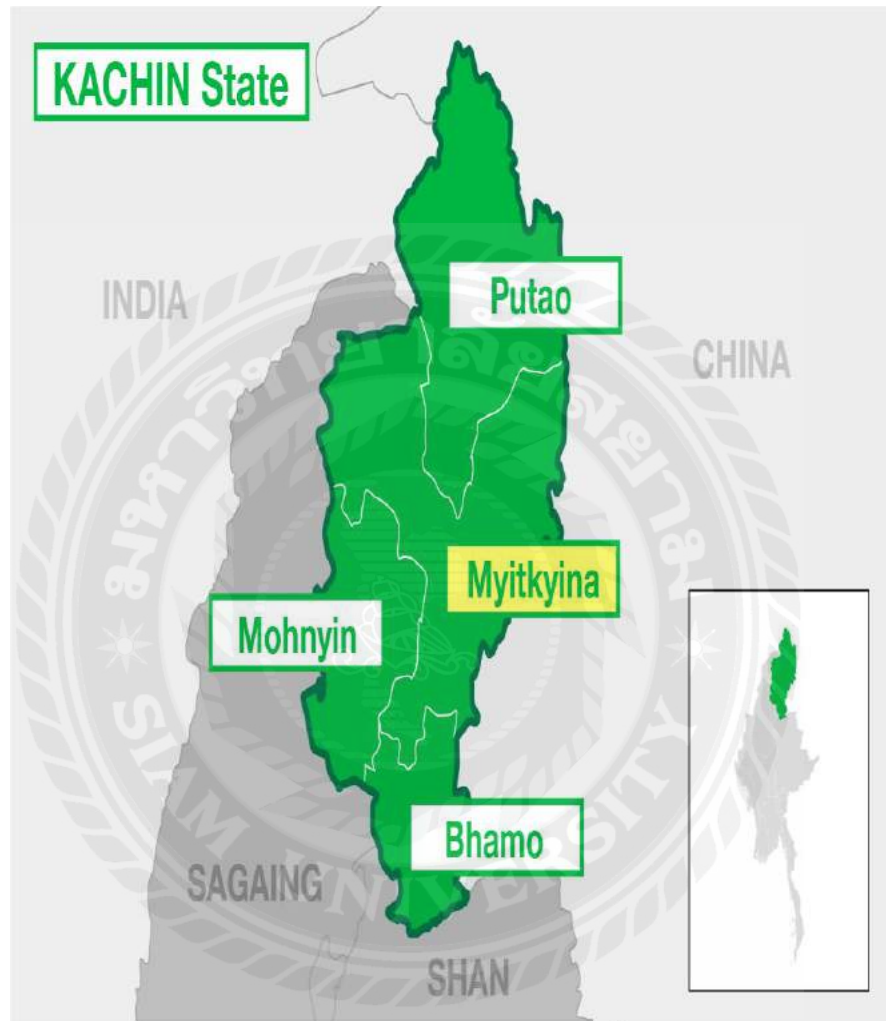


Figure (1) Map of Kachin State. Source: <https://www.google.co.th>

Myanmar is one of the most ethnically diverse countries in ASEAN Regions. Formally, the country recognizes 135 ethnic minority groups as a component of eight major races with their distinct languages and civilizations (Figure 2). Additionally, the minority groups are nearly one-third of a national population.

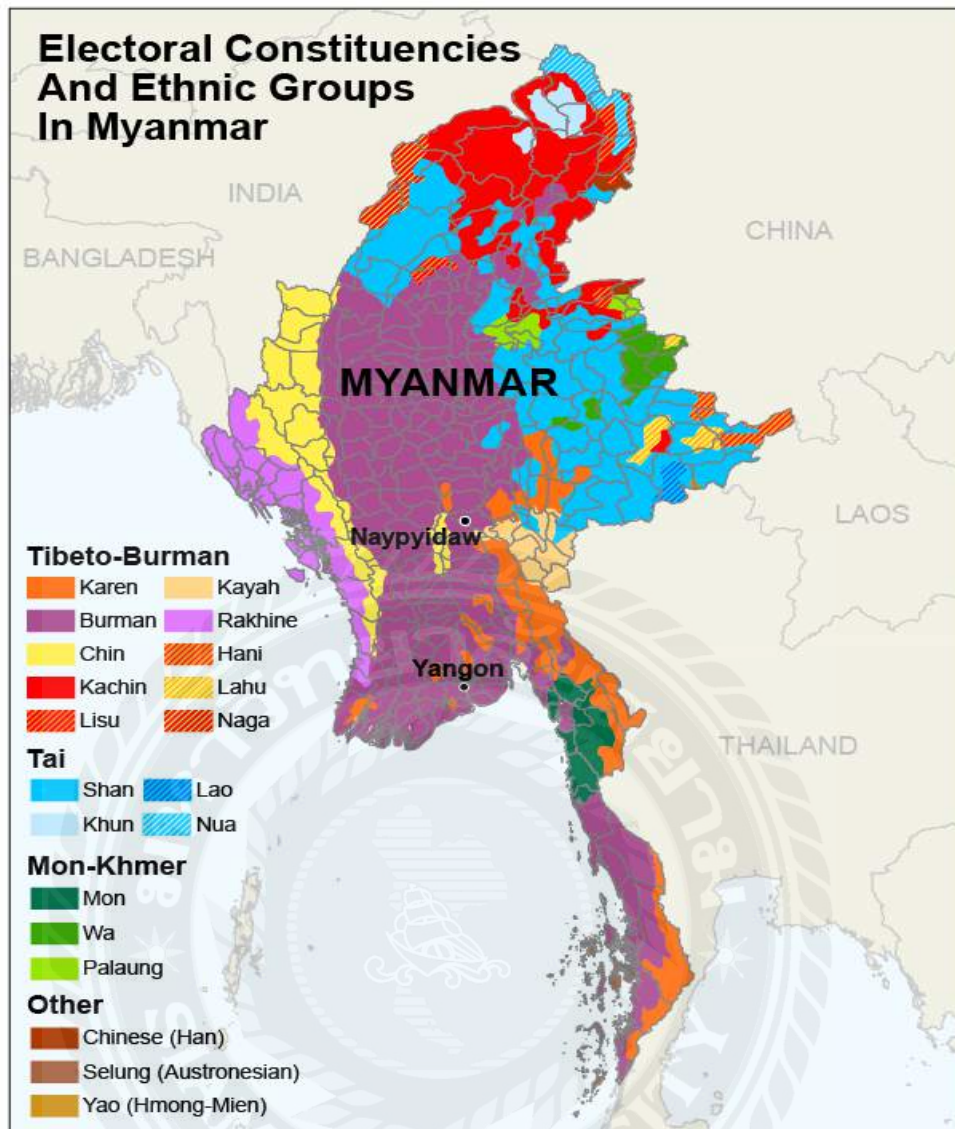


Figure (2). Map of the Ethnic Groups in Myanmar. Source: <https://www.google.co.th>

After independence in 1948, the Military government raised internal conflicts with the ethnic groups. According to the IRIN (2013 a), the Burmese military and the Kachin Independence Army (KIA) confronted each other over six decades. From 1963 to 1972, the first peace talk took place between the military regime and the KIA. Subsequently, in 1972, the two parties contracted along with the ceasefire agreement, nevertheless, it took just three months. In 1980, the Kachin independence army tried an attempt to sign a ceasefire accord with the military government (Technical Advisory Team 2016).

Continuously in 1994, the Kachin Independence Army (KIA) and the military government of Myanmar agreed one more ceasefire agreement. Although in June 2011, 17 years old ceasefire agreement disintegrated for specific causes (Figure 3). Referable to the ceasefire-disintegrated, thousands of Internally Displaced Persons (IDPs - caused by the armed conflict) dispersed in Myitkyina and other areas of Kachin State (Figure 4).

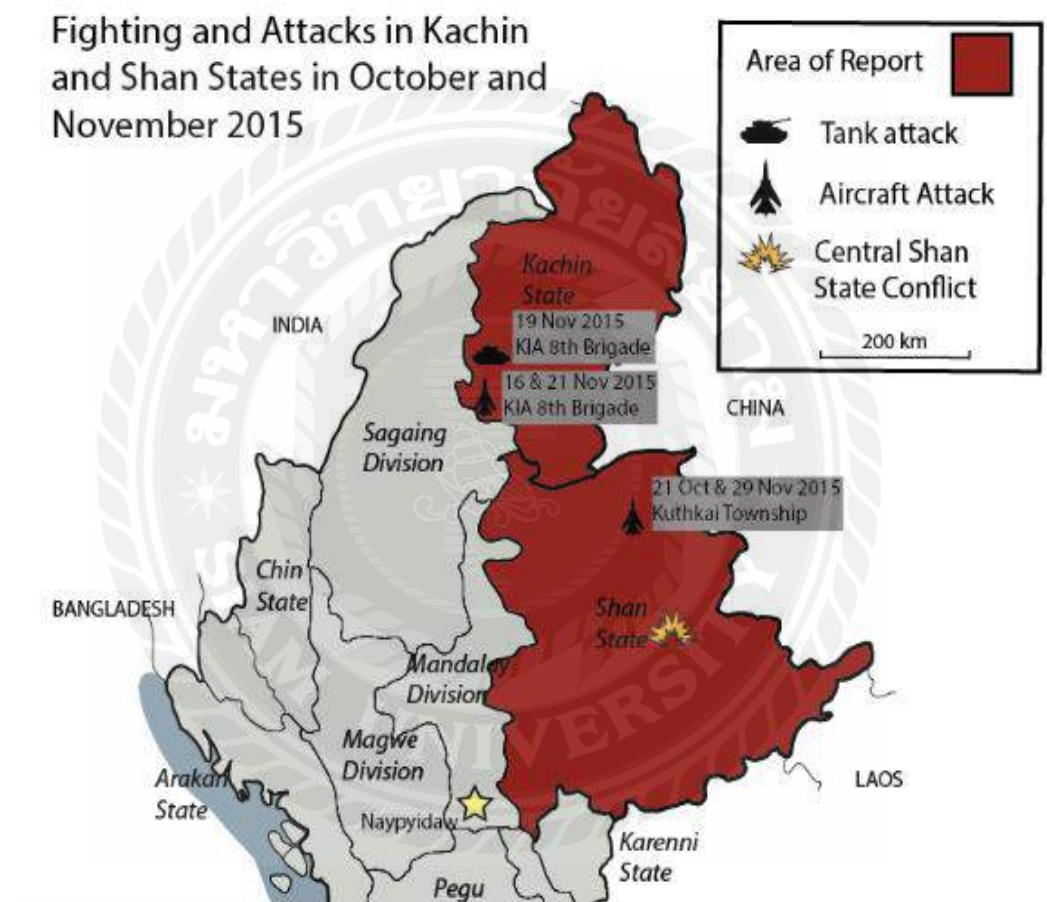


Figure (3) Fighting and Attacks in Kachin and Shan States in October and November 2015. Source: <https://www.google.co.th>

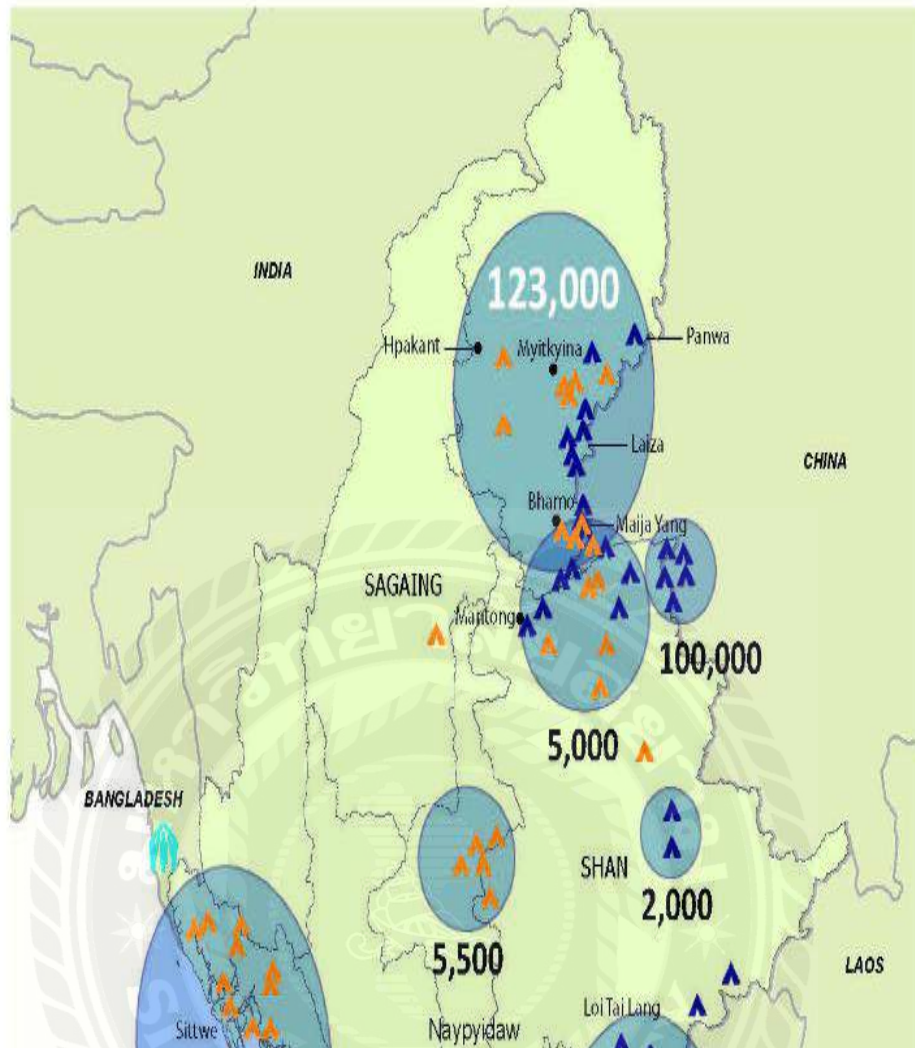


Figure (4) IDPs inside Myanmar and UNHCR-recognized refugees abroad (2014).

Source: <http://www.mmpeacemonitor.org/conflict/idps-and-refugees>

The following figure (5) reported, there were in excess of 90,000 IDPs in government and Kachin Independence Organization (KIO)–controlled areas of Kachin State. In 2014, the UNHCR (2014 a) reported, about 100,000 IDPs were living in Kachin State. Although the armed struggle between the KIA and government forces were complex along with the peace talks.

IDPs inside Myanmar and UNHCR–recognized refugees abroad (2014)

No	Area	Refugees/IDPs
1	Kachin state	Over 90,000 (OCHR, 2014) 100,000 (UNHCR, 2014)
2	Northern Shan state	About 100,000** (including IDPs in Kokang region)
3	Southeast Myanmar (Thai-Burma border)	230,000 (UNHCR, 2014)
4	Meiktila	About 5,000
5	Rakhine state	About 5,000
6	Bangladesh	30,000 (Registered) estimated 200,000–300,000 (unregistered) (UNHCR, 2014)
7	India	8,306 (UNHCR 2014)
8	Malaysia	42,309 (UNHCR, 2014)
9	Thailand	110, 607 (TBC, DEC 2014)
10	UNHCR recorded IDPs, Refugees, Stateless, Asylum Seekers in 2014	IDPs 374,000 Stateless 810,000 Refugees 479,706 Asylum Seekers 48,053

Figure (5) IDPs inside Myanmar and UNHCR-recognized refugees abroad (2014).

Source: <http://www.mmpeacemonitor.org/conflict/idps-and-refugees>

Internally Displaced Persons and Refugees: Myanmar Peace Monitor.

After disintegrating the ceasefire accord, IDPs' education turned into as a primary issue in Myitkyina, Kachin State. Nevertheless, the ongoing armed-conflict disturbed on the humanitarian aids, the school environment, and the rights to learn the basic education for IDPs in Myitkyina. According to UNHCR (2014 b), IDPs were living in conditions of great hardship as lack of food, medicine, shelter and absence of

work to provide income.). Most IDPs were afraid to return home, even though a few reluctantly did so.

The UN and other INGOs attempted to send humanitarian aids, but the government forces refused the permissions to support IDPs. The following figure (6) showed the government's restricted policies on IDPs and the challenges of the service delivery among both camps in Kachin and Northern Shan State during the peacebuilding process.

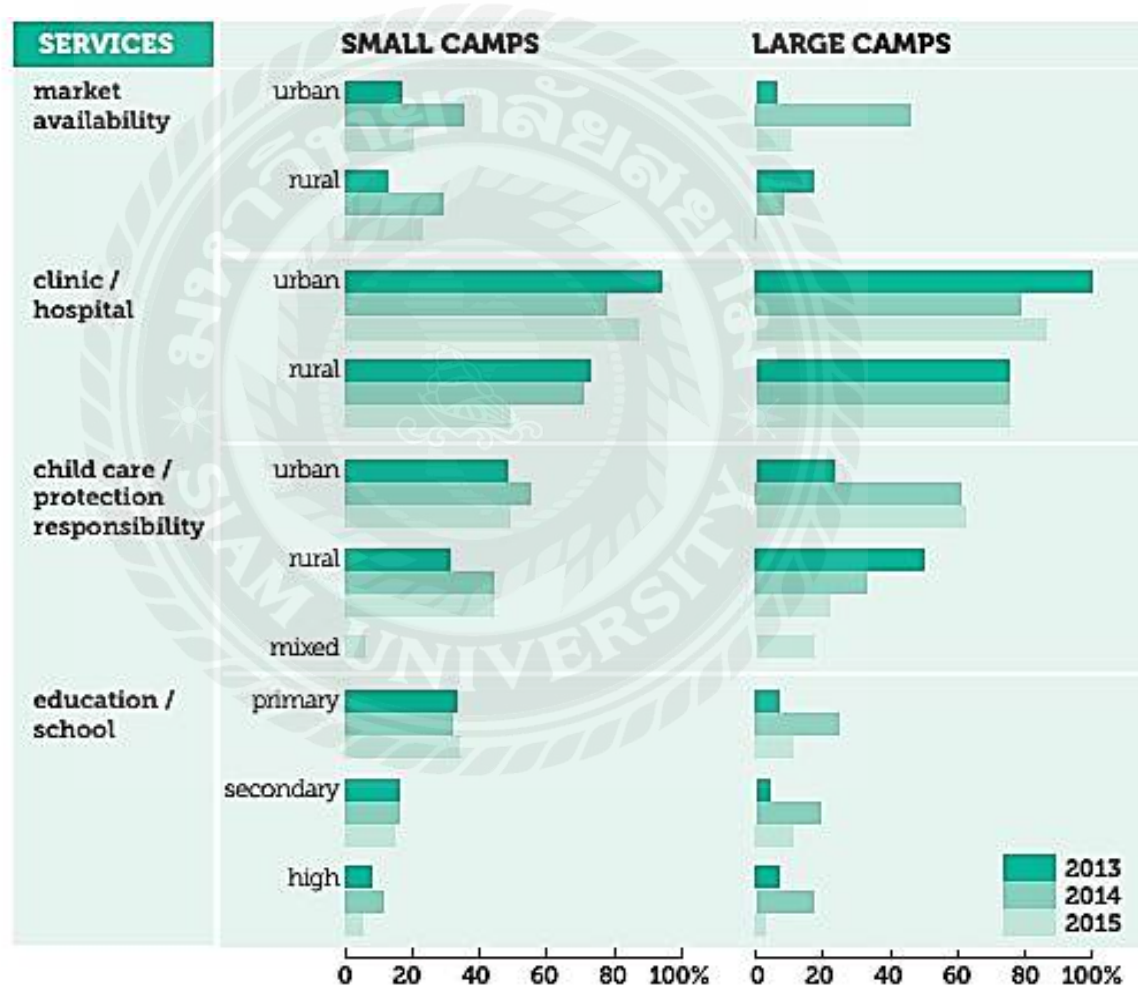


Figure (6) Services Delivery among IDPs Camps in Kachin and Shan States.

Source: JIPS (2016) Profile at a glance Myanmar: Kachin and Northern Shan

Thus, the local Civil Society Organizations (CSOs) actively involved as a major role for the IDPs' education (Visser, Laurens. J. 2016). One of the CSOs, the Kachin Baptist Convention (KBC) became to supervise over 30 IDPs camps together with the Mission Charity Society, the Shalom and Mitta Foundations in Myitkyina.

Furthermore, 21st Pan Long Peace Talk did not recognize the IDPs issue as an essential segment in, Nay Pi Taw, Myanmar. The UNESCO (2014) paper presented, the Myanmar education system practised as a centralized education. Likewise, the Myanmar Education Consortium (MEC 2016 a) identified Myanmar Education policy was the inferior and unequal access among the urban and rural areas.

1.2 Significance of the Study

Many studies investigated the function of education as an important component of the peace process. The UNESCO (MGIEP; 2014) addressed the quality education was one of the imperative elements to change conflict into peace and to develop the human capability. Though, many researchers had not recognized to analyse as a case study of the access to quality education and peacebuilding in Myitkyina, Kachin State.

Furthermore, the Eleven Myanmar journals also described one of the camp supervisors said, IDPs' opportunities to learn the education from Myitkyina camps:

“The employment opportunities are uncommon in the camps, and parents cannot send their children to private tuitions. However, the national education system is free for citizens, the parents still need to transport their kids to private tutoring places, as children cannot learn much in schools”.

IDPs said, “We want peace and desire to stop the war and suffer from the effects of the fighting”. (<http://www.elevenmyanmar.com/local/10503>)

This thesis contributed to the significant factors in the study of peace and education. As Wedge, Joanna (2008 a) examined on the quality education, “it can positively transform and support as well as hope for the conflict-affected people in the midst of battle, and by promoting peace.” Thus, the relationships between access to quality education and peacebuilding were the significant factors to maintain the long-term peace process in Myitkyina, Kachin State, Myanmar.

1.3 Research Questions

This research analysed the relationship of access to quality education and the peacebuilding process in Myitkyina. The researcher aimed to get the data for answering the following questions;

1. What are the relationships of access to quality education and peacebuilding?
2. Why is the access to quality education essential for the peacebuilding process in Myitkyina, Kachin State of Myanmar?
3. How can the peacebuilding process progress with access to quality education?

1.4 Objectives of the Research

1. To study the access to quality education as one of the important factors in the peacebuilding process.
2. To study the relationship between the access to quality education and peacebuilding process in Myitkyina, Kachin State of Myanmar.
3. To provide recommendations on the access to quality education policy on the peacebuilding process in Myitkyina, Kachin State, Myanmar.

1.5 Expected Benefits of the Research

1. Academic research that explains the significance of quality education in the peacebuilding process.
2. Policy recommendations on the access to quality education and peacebuilding process in Myitkyina.

1.6 Structure of the Thesis

This thesis was classified into five chapters, chapter one initiated with the background, the significance of the study, research questions, research objectives and expected benefits of this research. Chapter two examined the related concepts of the access to quality education and peacebuilding, the relationship between the access and quality education, the comparative survey of international experience, and Myanmar education system and the IDPs education in Myitkyina. The literature review also discussed positive peace and negative peace, the role of access to quality education as essential to transforming conflict into peace. Additionally, the conceptual framework also included in this chapter.

Chapter three explained all the research methodologies applied in this research. This data collection process was organized on the data collected from primary data and secondary data. Chapter four contained comprehensive analysis, discussion of research findings, the answers to the principal research questions and the entailment of the research findings. Chapter five was the final chapter with the conclusion and recommendations.

CHAPTER 2

Literature Review

A large number of existing studies in the broader literature examined the role of education. Quality education was being one of the building blocks for human growth. Furthermore, quality education was not merely a basic right, but also a foundation to move on inclusive of health, the development of institutions and peace.

In addition, Save the Children Annual Report (2006 a & 2007 a) identified the access to quality education was a sign to recover from the violence (pre, during and post armed conflict) to maintain peace. Furthermore, those stated the quality of education was a treatment to heal physical and psychological affected by the violence and conflicts. Therefore, access to quality education has connected with conflicts and peacebuilding to maintain long- term peace and sustainable growth.

2.1 The Education System in Myanmar

According to the Parliamentary Institute of Cambodia (PIC 2017), the Myanmar education policy was a centralized decision-making system in a nation. Similarly, Zobrist & McCormick (2013) examined the Myanmar education structure was a lack of quality with unproductive curricula.

In 2016, the Nobel Peace Prize Winner Daw Aung San Suu Kyi, the new civilian government led the nation, the educational reforming programme became the top priorities to achieve sustainable development and economic growth in a nation. As well as, the Myanmar government adopted the National Educational Strategic Plan (2016-21) to enhance the education policy in a nation.

A recent study of the Myanmar Education Consortium (MEC; b), 2008 Myanmar National Constitution Chapter (8) described that the children had the opportunities to learn the education. Though, the government was not providing for the IDPs' education as an important factor along the peace process in Myitkyina.

In the review of the National Education Strategic Plan (NESP 2016-21) excluded the IDPs' education policy. And, IDPs' education was being a challenge to access the peacebuilding process (Mang, Lun. Min. 2015). Furthermore, IDPs' education policy needed to relevant to the quality education in government schools or public schools during the peace process (UNICEF, 2000 b).

The researcher, Phyu Thin Zaw (2017 a) also identified to fill the gaps between access to quality education and peacebuilding process, the NESP (2016-2021) needed to include education for peace for all school children in Myanmar. The education system in Myanmar followed UNESCO's international standard classification of education. Although many studies stated IDPs' education was still limited during the peacebuilding process in Myitkyina.

Table (1) The Education System in Myanmar

Preschool	Age 4-5	
Primary school	Age 5-9	Grade 1-5
Lower Secondary/ Middle School	Age 10-13	Grade 6-9
Upper Secondary/ High School	Age 14-15	Grade 10-11
Higher education	Over 15	

2.2 Quality Education and Conflict

According to Smith & Vaux (2003 a) indicated the relationship between education and conflict were a critical function for the peacebuilding. Similarly, Bird (2009) agreed with the quality education and conflict played a critical part in the peacebuilding process. Likewise, Harris (2004) also suggested millions of people involved in peace movements since from over 100 years ago, however, the outcomes had the highest level of violence until today.

The UN Development Agenda (2007) reported the 21 developing nations were likely to expanding military budgets than education to be a peaceful nation. In the view of Seitz (2004 a), the human capitals declined that the military costs were excessive than education sectors in a nation. Likewise, Lai & Thyne (2007) examined the internal conflicts directly connected with the declining of the education budgets. They suggested a nation had to expand education budgets providing from the violence.

Several authors reported the educational aids were challenging, especially in the conflict-affected countries. The global monitoring report presented the demanding of the educational aids was less than humanitarian aids such as well-being, accommodation, water, nutrition and hygiene (The Education for All 2011). A recent study by Novelli & Higgins (2016) analysed the neglect to reforming education declined the human capital of the nation. Thus, Kotite, Phyllis (2012 a) reported education sector required to concentrate on promoting positive socioeconomic development.

Similarly, the International Growth Centre (IGC) discovered the current prediction of 58 million children dropped out of schools. Especially, refugees and internally displaced children confronted the unfavourable conditions of unequal

educational rights. Those children were possible to face the domain of disadvantages interrelated to poverty, handicaps, discrimination of gender and ethnicity.

Therefore, the Geneva Conventions addressed the access to quality education was being as a guarantee to prevent internal conflicts for all children and to sustain peace (UNICEF, May 2011 a). Moreover, UN SDGs suggested the child left behind the education reduced social development and economic growth for a nation (UNSDGs). Similarly, the Global Education Monitoring Report (GEMR 2017/2018) presented, no child should bear to compensate for the costs of wars and to keep away from the violence. For those reasons, the quality of education was relating to conflict and peace.

In the same way, Smith and Vaux (2003 b) identified the essential relationship between education and conflict in society;

a) Education is a fundamental right to maintain under any circumstances at all times. Where education maintained in the midst of conflict, it may provide an important mechanism for the protection of children from abusive acts.

b) Education is for human development and eliminates poverty. Children get a second chance at education. While the opportunity of education has lost due to conflict, it is not just lost to the individual but declines a social capital.

c) Education can be a part of the problem and the answer. The education structure requires planning and preparation at all stages to analyse the potential to aggravate or ameliorate conflict.

Similarly, the UNESCO (1996 a) emphasized the relationship between poverty and conflict declined the opportunities for learning access to quality education. Furthermore, access to quality education was being a priority case for the underprivileged nations and to reform education programs. Ignored to implement the

quality education became the main reasons for violence and conflict in a nation (UNESCO, Sep 2010).

In the view of UNICEF (2000 a), the challenge of peacebuilding process was being lacked financial aids. It dramatically shaped the implementation of the emergency education policy for IDPs. Several theories also indicated the insufficient to support for education sector became the main challenge to maintain long- term peace for the under-developing nations (Education cannot wait, 2017-2018 a).

The case of Bosnia, Rwanda, Tajikistan, and Colombia, the educational opportunities declined the armed conflicts (UNICEF & FHI 360; 2016). Moreover, the author, Davies. L (2004) clarified that without quality education, difficult to heal IDPs and refugees' trauma both physically and mentally affected by armed conflicts.

Accordingly, Education in 2030, it stated, that educational rights should not replace the possibilities of violence and conflicts for the societies. Likewise, Davies (2011) stated that the educational rights were supporting the skill to encourage and respect the identities, equalities and social interrelationship for the children. As a result, the children improved mutual respect as well as positively involved in the peacebuilding process (SDGs 4).

2.3 Quality Education and Peace

Peace itself connected with various aspects; religion, education, social factors etc and peace was discussed with various terms such as inner peace, outer peace, positive and negative peace. "The reason for the use of the terms 'negative' and 'positive' was clearly seen: The absence of personal violence did not lead to a positively defined condition, whereas the absence of structural violence was referred to as social justice, which was positively defined condition (egalitarian distribution of power and

resources).- Galtung (1969), p 183. Johan Galtung defined in 1964 that negative peace was the structural violence and the absence of direct violence; and positive peace as the absence of indirect violence enabling persons to be integrated.

In summary, positive peace is defined as justice for all. It does not mean only the absence of violence but it also emphasizes on the presence of justice to everyone indiscriminately. Positive peace is such a situation where all forms of structural and direct violence are absent and social justice is delivered to each and every individual of the society in an indiscriminate manner.

In addition to this, positive peace refers to fair distribution of power and resources and where people can actually explore and attain their actual potential without any forms of direct and structural resistance. It imagines such a society where all forms of discriminations, inequalities and violence are absent and the society is built upon the foundations of cooperation, harmony, tolerance and respect.

At the same time, positive peace does not mean the absence of conflict and inevitability of conflict is always maintained. The only difference is the conflicts emerged in positive peace are resolved on the basis of cooperation among the parties in a constructive way and meeting the legitimate demands of each side mostly through structural reforms.

On the contrary, negative peace refers the absence of direct violence but structural violence is prevalent during the negative peace. Negative peace tends to make curative approach towards any forms of conflict of violence and this type of peace may have been restored without peaceful means. Use of force or coercion is common in this scenario. The society sustains in mutual mistrust among the parties and negative peace may also suggest the preparation violence or war from each side. (eissr.blogspot.com)

There existed a considerable body of literature on Gill & Niens (2014 a), the concept of positive peace was building a society with social harmony and justice. Lasting peace was depending on the education into positive perspectives, attitudes, values, and behavioural patterns that enabled to maintain peace. Therefore, the quality education was playing as a critical role to convert a negative peace to a positive peace during the conflicts.

A series of recent research findings have indicated that access to quality education and peacebuilding have connected each other. Related to these needs, contemporary conflict resolution theory (T. Woodhouse, W. Hansen & O. Ramsbotham) has identified and developed training programmes and techniques designed to help practitioners acquire the communication skills and concepts that will need for better interaction and for the negotiation of consent.

The researchers examined the education was the core victim and the perpetrator during the conflicts (Bush & Saltarelli 2000 a, Novelli & Lopes Cardozo 2012). Similarly, Smith (2010) also illustrated the education had two faces as the positive face and negative face of education. Continuously, he suggested, the equal access to quality education can turn conflicts into positive peace and sustain as a developing nation.

Furthermore, Smith (2010) examined the negative face of education denied to the minorities' identity, cultural, social and religious. Continuously, he reported unequal access to quality education was being as a source of conflicts in the peace process. The cases of Guatemala, Nepal, and Liberia, the access to quality education had enhanced a positive peace and decreased the violence (Kendra Dupuy 2008 a).

Previous studies have emphasized the quality of education have promoted and sustained a positive peace in many nations. Successfully described in the United

Nations Sustainable Development Goals, the access to the quality education was maintaining a long-term peace process. Thus, quality education fundamentally embedded in the peacebuilding process.

Several studies stipulated access to quality education was as an important factor in the peace process and also provided as a special education program for both short-term and long-term during the peace process (Ofei-Manu, Paul., & Didham, J. Robert. 2015 a). The literature reviewed on the Policy Paper (26 a), refugees and IDPs children from Syria, Afghanistan, Palestine, and South Sudan has built a better future through the access to quality education.

Studies of Tiongson, Erwin. R (a) suggested the reforming of educational policies were the main factor to convert IDPs' assumptions on the peace process. According to the seminal contributions have been made by UN SDG, the government has the most responsibilities to fulfil the access to quality education for all children. Likewise, several theories agreed with the quality education and peace connected as an essential role for development and peaceful society.

2.4 Access to Quality Education and Internally Displaced Persons (IDPs)

This segment surveys related to the UN Guiding Principles on Internal Displacement (1998) which described the internally displaced persons (IDPs) as “a group (s) or a person has been enforced to leave from their permanent residence and violated their fundamental rights during the conflicts”. In Principle 23; the educational opportunities were as a priority for the internally displaced persons. Also, it mentioned the educational rights allowed to have high respect for civilization and religion (<http://www.un documents.net /gpid.htm>).

Reported in UN 2008 Special Annual Rapporteur, the IDPs' education can afford physical, mental and the knowledge of protection. The Universal Declaration on Human Rights (1948) and the Convention on the Rights of the Child (CRC: 1981) specified the children must receive the educational rights under the conditions of violence and armed struggle. Article (2) in CRC highlights children must have the rights of freedom from any sorts of limitations.

As well, Article (28) and (29) in CRC stated, all children must have equal access to learn quality education that can free from discrimination. Moreover, the quality of education is important for supporting IDPs' psychosocial modification along the peacebuilding process. Significantly, access to quality education ensures IDPs' life and rights to learn higher education. 'No Child Left Behind Act (2001)' described that every child has the rights to learn quality education in any conditions.

There have been numerous surveys to look into the movements of armed conflicts, exposed a number of gaps that millions of refugees and IDPs have left behind their educational rights over the world. A closer look at the literature on UNICEF (2016 a), some of 36 million children were unable to access the quality education. And, one-half of the 72 million children had kept out of schools with higher rates of conflicts and violence. As well as, Save the Children (2007 b) examined 90 per cent of IDPs received insufficient educational aids from the governments and donors.

A more comprehensive description found in Elizabeth. F & Rebecca. W (2010 a), among 50 countries had IDPs, the only 18 nations provided for IDPs' educational law and policies, either immediately or indirectly. This Policy Paper 21 (2015 a) presented with a short review of the literature regarding the education was being as the lowest funded part than humanitarian requests. And, the education budgets were lower

than any other sectors compared with the military budgets in a nation (Roser, Max., & Ortiz-Ospina, Esterban).

2.5 Relationship Between Access and Quality Education

A number of questions described in research regarding the relationship between access and quality education. According to UNESCO (2016) distinguished, access and quality education were hard to distinguish. The quality education was impossible to devoid from 'access' and the access did not exclude from 'quality education'. Therefore, access was essential for quality learning.

Moreover, UNESCO (2003) recommended access to quality education was a fundamental right of the human being. Conversely, the absence of access to quality education contributed to internal conflicts in societies (Barakat and Urdal, 2009). Thus, the relationship between access and quality was being as an important role in education policies for maintaining long-term peace.

2.6 Comparative International Status of IDPs' Access to Quality Education

There existed a considerable body of literature on Sri Lanka's National Education Policy (Mr G. Bandula) aimed to bring peace through quality education with a coherent framework and curriculum reform. UNICEF (2016 b) showed the education promoted to sustain development and peace for the public security in Ethiopia. Wedge, Joanna (2008 b) described the equal access to quality education prevented from re-conflicts, and enforce to be peaceful societies.

The Uganda National Policy for Displacement (2004) identified the educational right was essential for displaced children to learning quality education during the conflict. Similarly, in the case of Sierra Leone, access to quality education was a building block for long-term peace (UNICEF, Oct 2011 a). Therefore, the literature

reviews indicated, the quality of education was basic factors for both IDPs and peace process.

In Angola (2001), the norms were supporting IDPs' educational rights for returned and resettled. As a previous studied in UNICEF (2011), the Gambia education policy promoted the values of ethical norms and a culture of peace in the curricula. A large number of literature reviews examined, the access to quality education promoted the diversity of cultural and indigenous languages to respect each other within the societies.

The UNESCO-UIS (2011) data showed 84% of Sub-Saharan African countries promoting the culture of peace (public security) for displaced children in the national education programs. Additionally, the low of financial assistance negatively impacted in the education sector. According to Elizabeth. F & Rebecca. W (2010, b), access to quality education assured physical and mental development for all children.

As has previously been reported in the literature, the Brazilian government also promoted financial support to improve the quality of education for every child in a nation (Save the Children 2013). A closer looked at the literature on UN documents and papers, the quality of education prevented from involving in the violence as well as bring a better future (JA Worldwide).

Moreover, the economists indicated, the quality education declined the rate of poverty and supported for the developing nation (<https://www.economist.com/leaders/2013/06/01/towards-the-end-of-poverty>). A large number on the literature examined, the role of quality of education sustained a peaceful society (McMahon 2003).

The government of the Republic of South Sudan (UNESCO 2015) involved reforming of education sectors for the State development programs. Likewise, in Brazil

(Lise Alves 2016), access to quality education was being a major element for income and economic growth. According to Erin Mooney & Collen French, IDP's education was essential to sustain long-term peace in every nation.

Those all suggestions, the learning quality education has assured for the returnees' identity during the peacebuilding process. Some sources proposed that the quality education played as a major role among the pupils, teachers, decision-makers, and the ministries of parliament, the local authorities, the civil society, the media, and individual sectors as well.

In Rwanda (Hilker, L. McLean. 2010), firstly, the role of education was expanding for the opportunities of learning at the post-primary /post-upper secondary level, vocational and other alternative or non-formal forms of educations in peacebuilding. Secondly, financial support to all children addressed unequal access to secondary education and irrespective of their ethnic background or past experience.

Thirdly, to ensure the new language policies diminish certain tension and the fourth, introducing the new education project, resource books, materials and methods followed by UNESCO guidelines. Finally, the peace education projects were encouraging them to discuss, move beyond the conflict, tensions of the past, and present for children.

The literature review showed that the government of South Africa also worked for encouraging students to learn quality education together with the communities in a nation. In South Africa, the outcomes of quality education policies were becoming the highest factor than any other issue of increasing public responsiveness (National Development Plan 2030).

Furthermore, Nepal had begun to implement the curricula for the reduction of disaster in the national education policy (Kotite, Phyllis 2012 b). Additionally, the IDPs law of Bosnia (2005) made an official correspondence for the IDPs can learn vocational training without any payment. In the temporary camps at the Thai-Myanmar border, the children also have the rights to learn quality education (Sawade, 2007: cited by Policy Paper 26 b).

According to MIMU & PSF (2016 a), one-third of IDPs children were struggling in learning basic education in Myanmar. This review related the numbers of school-drop children depended on educational costs and services. Particularly, the IDPs children were difficult to attend middle and high school after a primary school (UNOCHA, 2013). According to the prior research, access to quality education for IDPs became the most challenge in Myanmar.

Moreover, Fernandez, Diego (2017) and the 'Educate A Child' organization explored the government involved in the armed conflicts negatively affected IDPs' educational rights. Several literature reviews have emphasized the Myanmar government has ignored the IDPs' education and involved in the armed conflict (UN in Myanmar). Also, the government had to incorporate with the humanitarian agencies for IDPs' education in the current peacebuilding process. The literature demonstrated the access to quality education has to implement as a priority issue in Myitkyina.

Significantly, the United Nation Sustainable Development Goals (UNSDGs) aim to reduce all forms of violence and work with governments and communities to end conflict and insecurity. Achieving inclusive and quality education for all reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development. High levels of armed violence and insecurity have a destructive impact

on a country's development, affecting economic growth and often resulting in long-standing grievances among communities that can last for generations (<https://www.sdgfund.org/goal-16-peace-justice-and-strong-institutions>).

According to the SDGs 16, the threats of international homicide, violence against children, human trafficking and sexual violence are important to address to promote peaceful and inclusive societies for sustainable development. They pave the way for the provision of access to justice for all and for building effective, accountable institutions at all levels. To tackle these challenges and build a more peaceful, inclusive societies, there needs to be more efficient and transparent regulations put in place and comprehensive, realistic government budgets (UNSDG 16).

However, in the Myanmar National Educational Law (NEL, 2015 a) had a framework to build a developing nation followed by the Millennium Development Goals (MDGs). Though IDPs' educational rights have abandoned and the remedies have been the critical challenges in Myanmar education. The 2008 Constitution of the Republic of Union of Myanmar describes the rules for access to basic education, especially, a commitment to compulsory primary education (Chapter 1, Article 28 (c)).

2.7 Armed-Conflicts and IDPs' Education in Myitkyina, Kachin State

Myitkyina is significantly important for trading and foreign investments from China, India and other nations (Sherman, J. 2003). Moreover, the Chinese investment established in 1994 after the ceasefire agreement between the Myanmar Government and the Kachin Independent Organization (KIO). A number of authors have recognized China's investments in Kachin State are mainly in energy sectors and jade mining in the western part of Kachin state.

In 2000, the Chinese foreign direct investments (CFDI) were spreading over the Kachin State such as hydropower projects, jade mining and gold mining (Aung, Myo 2016). On the other side, over the six decades of the relationship between the Myanmar military and KIO have confronted with several issues (IRIN, 2013; b). In 2011, the ceasefire agreement collapsed in Kachin State (Lut, Zaw. 2013).

Due to the ceasefire-collapsing, thousands of IDPs (Internally Displaced Persons) scattered around in Kachin State. The term of Internally Displaced Person (IDPs) was new for the Kachin State. Most people are becoming an internally displaced person and violated their IDPs' basic rights by the armed conflicts.

And, the Myanmar government has restricted the humanitarian aids for IDPs and emergency policies in Myitkyina. For those reasons, the humanitarian organizations did not approach the emergency policies as the humanitarian aids in Myitkyina IDPs camps (Brown. A. 2016). A number of authors have recognized, the Myanmar government rejected to provide the education policy for IDPs and the humanitarian aids from the international organizations (South, Ashley., & Lall, Marie. 2015).

2.8 Conceptual Framework for Understanding the Access to Quality Education, Peacebuilding and Peace.

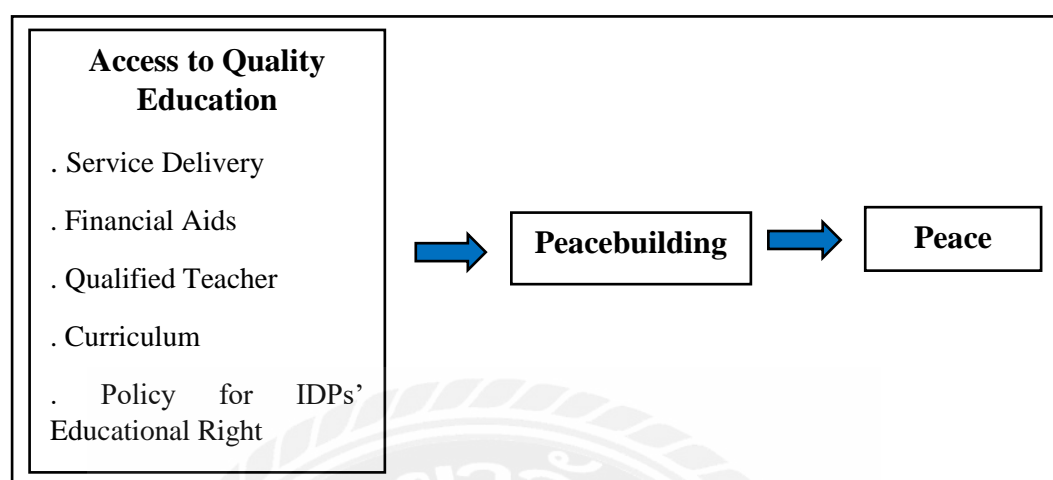


Figure (7): The Conceptual Framework for understanding the access to quality education, peacebuilding and peace.

The conceptual framework is based on the study of access to quality education and peacebuilding process: a case study of IDPs in Myitkyina, Kachin State, Myanmar. This research illustrated the access to quality education for IDPs was one of the essential factors for a peaceful society during the peacebuilding process in Myitkyina (MKN).

This conceptual framework illustrated the service delivery for learning the quality education, the financial aids to access the quality education, to provide a good curriculum and qualified teachers and to implement the policy for IDPs' educational right during the peacebuilding process in Myitkyina.

According to an explanation of Tiongson, Erwin. R (b), the quality education was the main factor to convert IDPs' assumptions on the peace process. Likewise, CRC also agreed that quality education was supporting the peacebuilding as free from discrimination and violence. According to the international case studies, quality

education played a critical role in the peacebuilding process. Thus, the research illustrated the access to quality education for IDPs was one of the basic factors to support the peacebuilding process in Myitkyina, Kachina State.



CHAPTER 3

Methodology

The purpose of this chapter focused on the implementation of access to quality education policy for IDPs during the peacebuilding process in Myitkyina. This research was identifying the gaps of access to quality education and presenting the education policy recommendation to implement.

3.1 Research Questions

These research questions examined the relationships between access to quality education and the peacebuilding process. This research used documentary analysis and in-depth interviews to collect more specific information. The research aimed to answer the following questions;

1. What are the relationships between the access to quality education, and peacebuilding?
2. Why is the access to quality education essential to peacebuilding process in Myitkyina, Kachin State of Myanmar?
3. How can the peacebuilding process in the area progress by increasing people access to quality education?

3.2 Research Methodology

The research methodology defined series of information, data analysis and other methodological choices. The methodology also described as a systematic way to solve the problem. Significantly, the research strategy used in a conducted study, shaped by the method and objectives.

The research design of this study focused on qualitative method as descriptive and exploratory approaches. Bennet and Elman (2007) clarified that qualitative research suited to the field of social studies due to the benefits that gave to studying complex situations. The qualitative method proved a better choice for this research by established the advantage of the relationships between access to quality education and peacebuilding.

Typically, there were two well-known methods within the field of research, quantitative and qualitative research. The exploration of the research methods combined with the case study design which explored under the access to quality education and peacebuilding. The illustration of Bryman (2008), the methodology tended to distinguish between quantitative and qualitative research.

The qualitative was to maintain the quality of research and to convince readers with a detailed description and contextual information, to provide a 'vicarious experience' of the field site (Guba & Lincoln, 1994). The advantage of the qualitative method was a holistic description of research analysis without limiting its scope and the nature of participants' responses (Collis & Hussey, 2003). Thus, the qualitative research methodology suited for as well as it developed a deep understanding of the readers. This study was progressing the process of peacebuilding through qualitative research techniques.

3.3 Data Collection and Data Analysis

The data collection aimed to achieve specific information about the objectives of this research with a case study of Myitkyina, Kachin State, Myanmar. The documents were used directly from international organizations' websites, (i.e. UNESCO, UNICEF, UN and Save the Children). The primary data collected through interviews and the secondary data, including theses, updated news, articles and reports were also the integral component of research findings. Data collection activities extended in different stages.

Employing a case study method of research remained the most challenging aspects of social science research for it used in many places and its contribution to our knowledge of the individual, group, organizational, social, political, and related phenomena. (Yin, 2009, p. 3). All of a research strategy was effective to choose the right research method for data collection. (Ryen, 2000).

Carolyn Boyce (2006) examined that an in-depth interview was a qualitative research technique that called conducting intensive individual interviews with a modest number of respondents to explore their perspectives on a particular idea, program, or situation. In-depth interviews used for detailed information about to explore and depict a person's ideas and behaviours.

The methods of data collection were the in-depth interviews with the respondents from INGO, the government education sector, the member of parliament from Kachin State, the representative of the peacebuilding process, and the supervisors from the Myitkyina IDPs camps. This section included interviews with key informants and secondary data collection. Data analysis designed was the documentary and case studies method that took place during data collections.

Table (2): The list of the key informants,

No.	Interviewees	Descriptions	State/ Region/ Country
1.	The respondents	From INGOs organization	Kachin State, Myanmar.
2.	The respondents	Government Education Sector	Kachin State, Myanmar.
3.	The respondent	Member of Parliament from Kachin State	Kachin State, Myanmar.
4.	The respondent	A Representative of the peacebuilding process.	Kachin State, Myanmar.
5.	Groups of IDPs	IDPs camps in Myitkyina.	Myitkyina, Kachin State, Myanmar.
6.	The respondents	Living in Thailand.	From Cambodia & Pakistan.

Table (3): The questions that were applied in the interview include,

1.	Is (and How) the access to quality education for IDPs essential for/during the peace-building in Myitkyina? Why?
2.	What are the most challenges/entitled factors to attain quality education for IDPs during the peacebuilding process?
3.	Are you satisfied with the current education for IDPs during peacebuilding? If not, why?
4.	Have the IDPs received the school materials sufficiently? If no, why?
5.	What is your impression regarding the impact of the lack of service delivery and financial underpinning to the quality of education for IDPs during the peacebuilding?

6.	Accept you found out about the National Education Strategic Plan (NESP 2016-21)? Does the NESP (2016-21) effect on IDPs' education rights in Myitkyina?
7.	Do you believe that access to quality education for IDPs is one of the important factors for peace? Why or why not?
8.	“The quality education needs the qualified curriculum and the qualified teachers” Do you concur with this assertion? Please share your opinion.
9.	Can the quality education, promote the good life of the IDPs children in their future?
10.	Other suggestions, if any

3.4 Limitation and Challenges

The research study area, Myitkyina, located in the northern part of Myanmar, Kachin State near the China border. The limitation of data collection process was conducted to three camps in Myitkyina, Kachin State. The researcher purposely selected the interviewees for specific information in this research.

For the researcher, collection data was time-consuming in Myitkyina. The challenges for the researcher was the research questions presented and investigated in three languages such as Kachin, Burmese, and English. Most of the IDPs are Kachin, the interviews were carried out with the Kachin language.

3.5 Ethical Issue

The ethical issue for this study research highly respected since the targeted key informants: Community Based Organizations (CBOs), and other relevant organizations based in the conflict-affected areas. All the collected data were used in this research

without mentioning the name of the key informants. Identification of all the key informants were be classified for as the core matters.



CHAPTER 4

Research Findings

In this chapter, the researcher reported the findings of this study. These findings presented according to the research questions and objectives of this inquiry. In addition, this research described the respondents' background, geographical dispersion, the primary data, and the secondary data. Also, this chapter stated the research questions, outlines here:

1. What are the relationships between the access to quality education, and peacebuilding?
2. Why is the access to quality education essential for the peacebuilding process in Myitkyina, Kachin State of Myanmar?
3. How can the peacebuilding process in the area progress by increasing people access to quality education?

4.1 Primary Data

4.1.1 Background of the Respondents

The respondents were asked the important questions as the in-depth interview in Myitkyina, Kachin State, Myanmar and other countries. The researcher interviewed a sum of 14 respondents (9 males and 5 females) in this study. There was no specific age of the respondents. Some of the respondents were living in Thailand, the current position of the researcher.

In detail, five respondents were working in civil based organizations, another three from different IDPs camps in Myitkyina, the other two from the public schools in Myitkyina, the two respondents from other countries, one respondent was an advocate lawyer as well as the former member of parliament from Kachin State, and the last one from the ethnic school in Myitkyina. Some of the respondents were selected as the interviewees in this research. The table (4) showed the respondents' ID, names, positions, organizations and interview types as well.

Table (4): List of interviewees with ID number

ID No.	Employment		Organization	Interview Type
01	Project Manager	Promoting Durable Peace and Development Kachin State	Shalom Foundation	Group Discussion
02	Project Coordinator			
03	Project Coordinator			
04	Project Coordinator	Kachin Education Consortium	Metta Foundation	Direct Interview
05	Former Youth Coordinator	Youth Department in Kachin State	Kachin Baptist Convention (KBC)	Direct Interview
06	Manager (Manage Committee)	The Ethnic School	Kachin Education Foundation-Ning Shawng	Direct Interview
07	Advocate	Attended Union Peace Conference in Naypyidaw	Advocate Lawyer (Former MP)	Direct Interview
08	Headmistress	The Government School	No.3 Primary School in STU, Myitkyina.	Direct Interview
09	Headmistress	The Government School	STU High School, Myitkyina	Direct Interview
10	Internally Displaced Person		Shatapru IDPs camp	Direct Interview

11	Internally Displaced Person	Minor IDPs camp	Direct Interview
12	Internally Displaced Person	Naung Nang IDPs camp	Direct Interview
13	Teacher (TSIS)	Thai Singapore International School	Direct Interview
14	Employee (IBICCL)	International Business Investment Consultancy Company Limited (Bangkok)	Direct Interview

4.1.2 Data from IDPs Camps in Myitkyina, Kachin State

The following table (5) showed the numbers of IDPs in Shatapru camp since 2011.

The number of Internally Displaced Persons in Shatapru Camp.		
No	Description	Total
1	Number on House-Holds list	109
2	Number of Under 12 years	185
3	Number of 12+ over years	271

Table (6) also stated the numbers of IDPs from Nawng Nang camp in 2018 and the total number of IDPs from both camps were 1,539 IDPs.

Number of Internally Displaced Persons in Nawng Nang Camp		
No	Description	Total
1	Number on House Holds list	141
2	Number of Males	256

3	Number of Females	337
4	Number of Students	240

Table (6) Numbers of the Internally Displaced Persons in Nawng Nang IDPs camp, 2018. Source: Nawng Nang IDPs Camp

Table (7) listed the data of IDPs students from No.3, Primary School.

2018-2019 School Year, No-3 Primary School in Shatapru, Myitkyina, Kachin State.										
No	Grade	Non-IDP			IDP			Orphan		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Kindergarten	15	16	31	1	1	2	1	-	1
2	Grade 1	11	13	24	3	3	6	1	-	1
3	Grade 2	28	25	53	4	2	6	4	3	7
4	Grade 3	18	33	51	4	4	8	3	1	4
5	Grade 4	21	25	46	4	3	7	4	3	7
6	Total of	93	112	205	16	13	29	13	7	20

Table (7) List of IDPs Students in No. 3 Primary School in Shatapru, Myitkyina, Kachin State. Source: No.3 Primary School in Shatapru, Myitkyina.

Tables (8) listed the data of IDPs students Shatapru High School in Myitkyina.

2018-2019 School Year Shatapru High School in Myitkyina, Kachin State.			
No	Class	Non-conflict Affected Children	IDPs children
1	Kindergarten	51	5
2	Grade 1	54	1
3	Grade 2	81	2
4	Grade 3	75	6
5	Grade 4	83	1
6	Grade 5	139	15
7	Grade 6	159	9
8	Grade 7	161	7
9	Grade 8	195	6

10	Grade 9	247	5
11	Grade 10	217	3
	<u>Total of</u>	<u>1462</u>	<u>60</u>

Table (8) List of IDPs Students in Shatapru High School in Myitkyina, Kachin State, 2018. Source: Shatapru High School in Myitkyina.

Table (9) presented the data of IDPs' education level of Shatapru camp, and Table (10) stated the donors' lists from Shatapru camp. During the data collection from the schools, the headmistress did not give permission to the researcher to take the photo of school and students.

Data on IDPs' Education Level from Shatapru camp			
No	Education	Male	Female
1	Number of University Students	2	1
2	Number of High School Students	6	12
3	Number of Middle School Students	23	28
4	Number of Primary School Students	56	42
5	Total of	87	83

Table (9) Data on IDPs' Education Level from Shatapru camp. Source: Shatapru IDPs Camp

Donors Lists from Shatapru IDPs camp			
No	Donor	Year	Supporting for IDPs
1	UNICEF	Nov 2014 to Nov 2015	Education for Primary School Level
2	UNHCR	July 2017 to Dec 2017	Shelter
3	Shalom Foundation (Nyein)	2011-2018	Shelter and School Materials
4	Shatapru Baptist Church	2011 -2018	Place, Shelter, Food, Water, Electric, School Materials and Trauma Healing
5	Kachin Baptist Convention (KBC)	2011 – 2018	Needs of IDPs

Table (10) Donors Lists from Shatapru IDPs camp

4.2 Findings on Research Question I

What are the relationships between the access to quality education, and peacebuilding?

Critically, Myanmar education seemed unproductive for all children. A more comprehensive description found in the interviews, respondent No-04 from the Metta Foundation (25, July 2018) described, the fundamental right for all human, was the quality education. However, the current education policy excluded IDPs education in Myitkyina. As well as, ignored the IDPs' education for 9 years has become a burden on the long-term peace process. Moreover, No- 04 addressed the restricted policies were the challenges for IDPs' education along the peace process in Myitkyina.

According to the secondary data, Bush and Saltarelli (2000 b), Wedge, Joanna (2008 c), UNICEF (May 2011b & Oct 2011 b), Ofei-Manu, Paul., & Didham, J. Robert. (2015 b) and Galtung (1964 b), the quality education converted a negative peace to a positive peace during the conflicts. Similarly, the findings of Gill & Niens (2014 b), a strong relationship between access to quality education and peacebuilding transformed a negative peace into a positive peace during the peacebuilding process.

Likewise, the literature reviewed on the Flemish Association for Development Cooperation and Technical Assistance (VVOB), quality education entitled the absence of violence and promoted social justice. The respondent No-06 from Kachin Education Foundation Ning Shawng (KEF) added IDPs' education was learning with effective curriculum and qualified teachers in a safe environment. Thus, No-06 identified IDPs' education policy was an essential factor to progress peacebuilding in Myitkyina.

The National Education Strategic Plan (NESP 2016-21) of Myanmar did not provide IDPs' education policy as well as for the ethnic people. Also, the current new

education system was implemented in the Yangon and Mandalay area. The respondent No-05 from Kachin Baptist Church (KBC) discussed that NESP (2016-21) have to inclusive for the whole nation. Though, the ongoing conflict was being as a major challenge for IDPs. For these reasons, the IDPs' children dropped the schools and started to face social problems as well as involved the conflicts.

Another respondent No-13 from Pakistan (Teacher BKK) agreed, quality education was the effective curriculum and the qualified teachers in the education system. According to No-13 experiences, learning quality education became more knowledgeable on the human culture and respect among the differences in a nation. Likewise, respondent No-14 (International Business Investment Consultancy Company Limited) also presented, quality education promoted people's life to be better and peaceful. Thus, the relationships offered a more profound understanding of peace.

Figure (8), the relationships played a critical role between peacebuilding and conflict. In figure (9), the findings examined lack of quality education negatively impacted on the peace. Conclude, the relationships were an extensive player to progress the peacebuilding.

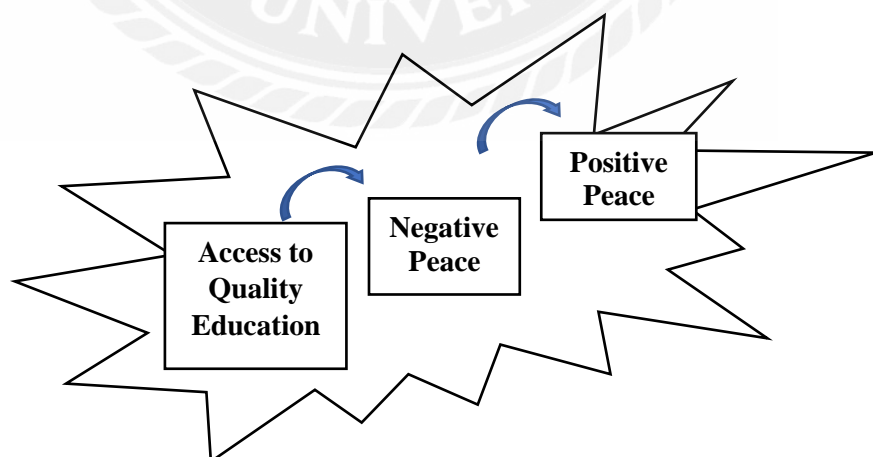


Figure (8). Transformation of negative peace to positive peace through Quality Education.

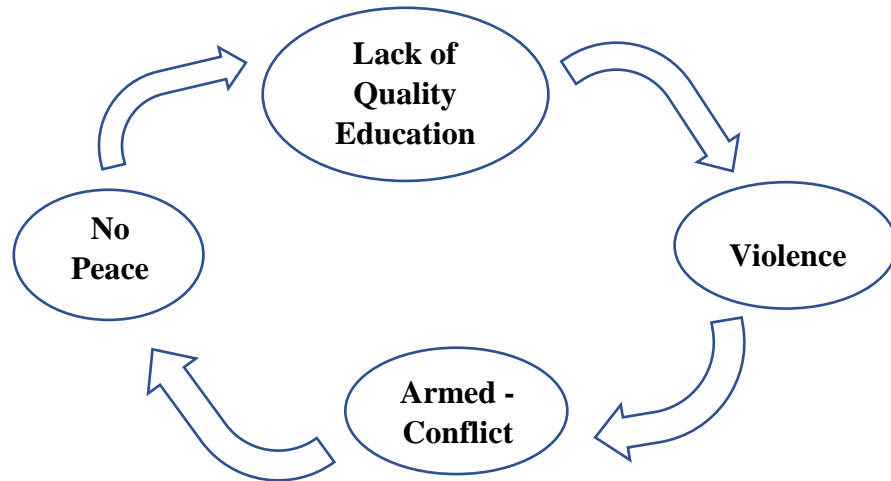


Figure (9). The impact cycle of the lack of quality education.

4.3 Finding on Research Question II

Why is the access to quality education essential for the peacebuilding process in Myitkyina, Kachin State of Myanmar?

4.3.1 Maintaining Long-Term Peace

Previously, this question has not discussed as a substantial element in the peacebuilding process in Myitkyina. Respondent No-05 (KBC) described the IDPs' education was not recognized as an important issue along the peacebuilding process. No-05 pointed out, education had more potential to progress and maintained long-term peace than the Nationwide ceasefire agreement (NCA) in Myitkyina.

In the review of Ferris, Elizabeth. G., & Rebecca, Winthrop (2010 c), promoting IDPs' education policy was to overcome the conflict for the conflict-affected societies amid peacebuilding. Respondent No-07 identified, the current education system unqualified for all children in Myanmar. Respondent No-11 (IDPs) from Mina clarified, the current education for IDPs was denying almost 8 years in Myitkyina.

According to the Myanmar Educational Law (2015 b) Section 66 (b), the school must accept all the children. However, most of the government schools were denying to accept the IDPs in their schools. Respondent No-12 from Nawng Nang camp said, IDPs was denied to attend the schools and most of IDPs children dropped out from the schools during the peace process in Myitkyina. Similarly, respondent No-10 (Shatapru IDPs) explained that living in camps was for their children's education. Continuously, NO-10 said, she was staying in the mid of armed conflict, though the education inspired for her children.

According to respondent No-11 (IDPs), quality education strongly provided the opportunity to get a better job. Adversely, the current Myanmar education had not guaranteed a future career for young people. Thus, young people involved in armed conflicts were rising along the peace process in Myitkyina. The respondent 14 also agreed, providing quality education was a potential to decline violence and prevent the social problems in Myitkyina.

Respondent No-04 added his opinion on the current peacebuilding process in Myitkyina, "The schools were closed due to the armed conflict in Myitkyina. In this situation, we were waiting for the emergency education policy from the government. Sadly, the government had not provided any policies like humanitarian aids and education as well. Thus, the results were affected by the current peacebuilding as the hardship of unstable peace". Furthermore, No-04 presented, the government did not maintain the trust of IDPs along the peacebuilding process in Myitkyina.

Similarly, respondent No-05 (KBC) also stated, the humanitarian aids and education were the most essential issues after the ceasefire broken in Myitkyina. Thus, IDPs' education became the first priority for the Kachin Baptist Convention (KBC) in

Myitkyina. Moreover, No-05 agreed that IDPs' education was the main factor to protect the children and women during the peace process in Myitkyina. However, the IDPs' education was denied along the peace process. Additionally, respondent No-01 (Shalom Foundation) acknowledged that IDPs' education was to reduce poverty among societies. However, the Myanmar government's restricted on the policies which negatively affected the public integrating on the peace process in Myitkyina.

Respondent No-02 was saying that "the quality education was crucial for IDPs because that brought hope to IDPs, moreover, the quality education required to access both IDPs and non-conflict affected children for long-term peace". And, No-02 included, the State government had weak to implement the emergency policies for IDPs that recovered from violence and conflict in Myitkyina. Thus, weak to implement policies became as the source for violence and conflict again in Myitkyina.

4.3.2 Service Delivery for Access to Quality Education

Respondent No-10 (IDPs) from Shatapru camp (16, Jul 2018) also said, "I felt, they ignored that we are still alive. We received a pair of school uniform from the government until today. We hope, the current education will be fully supporting the school materials, textbooks, uniforms and free from the additional school fees". Similarly, respondent No-12 (IDPs) from Nawng Nang camp also described that the issues of insufficient school materials were a major issue to access for IDPs children.

Recently, MIMU & PSF (2016 b) paper presented, one-third of children were struggling to access basic education, particularly in conflict-affected communities in Myanmar. Respondent No-05 viewed, the service delivery can provide the education that reduce the social problems in Myitkyina. Though, according to KBC, IDPs' education programme was the most challenging issue for the government. "Education

cannot wait” (Roadmap 2017-2018 b) identified, a nation did not grow without the service delivery for learning education for children.

One of the respondents No-01 included, the primary education in Myanmar was as a free education according to the policy. Although, the policy was denied to fulfil ‘free education for all children’ including IDPs children from Myitkyina. Respondent No-06 also pointed, the government required to support on the demand and supply sides for IDPs’ education. According to the respondents and interviews findings, the IDPs was not receiving schools’ materials from the government in Myitkyina.

4.3.3 Financial Supporting for Access Quality Education

According to respondent No-02 pointed, the government’s financial supporting policy was not being a matter for IDPs’ education than the ongoing armed-conflict in Myitkyina. Continuously, No-02 addressed, access to quality education for IDPs was as a rare opportunity in Myitkyina. Seitz (2004b) examined, the military budgets were being high, on the other side, the national development was declining.

Likewise, respondent No-11 stated that the financial supporting for IDPs’ education was an effective policy for public integrating on the process in Myitkyina. Also, respondent No-05 presented that the financial supporting for IDPs were an immense issue for local communities. In the UNESCO (1996 b) reported, the Thailand educational-reform has resulted in an increased education budget to enable quality education for all. However, the financial aids for IDPs’ education were not recognized issued for the Myanmar government.

According to the literature of Save the Children (2006 b) and Policy Paper 21 (2015 b), financial supporting for IDPs’ education was basically an important issue during the peacebuilding process. The lack of financial support for IDPs’ education was

affecting the schools' facilities, inadequate classrooms, insufficiently trained teachers, and lack of assurance for the future.

Table (8) showed the education gap between IDPs and Non-IDPs students in Myitkyina. Hence, the lack of financially supporting was a barrier to prevent poverty and reduce the violence in Myitkyina. In Myanmar, the costs of middle and high schools were being expensive, especially for IDPs in Myitkyina. In Table (11) examined the budgets' expenditure in every sector within 3 years in Myanmar. Summarizing the secondary data and primary data, the financial supporting for IDPs' education was one of the essential factors to develop in Myitkyina toward long-term peace.

Table (11) Myanmar Government's Expenditure Budgets in 2015-2018.

No.	Fiscal Years	2015-2016	2016-2017	2017-2018
1	Ministry of Agriculture and Irrigation	3.53 %	5.79%	5.43%
2	Construction	3.24 %	2.48%	2.40%
3	Defense	13.34%	14.31%	14.16%
4	Education	6.79%	8.05%	8.53%
5	Electric	11.93%	24.32%	21.80%
6	Energy	15.82 %		
7	Health	3.65%	4.20%	5.22%
8	Industry and Mining	2.84%	2.78%	1.98%
9	Transport	3.49%	4.29%	3.71%
10	Others	8.02%	2.40%	2.60%

Source: <https://www.myanmar.gov.mm/web/guest/finance-tax-insurance>
<https://www.mopf.gov.mm/>

4.3.4 Qualified Teachers and Curriculum for Access to Quality Education

The UNESCO (2015) stated that a good curriculum was promoting peaceful societies as well as providing a link between quality education and peace. Similarly, respondent No-08 and 09, the teachers were the main key player to corporate between the students and the curriculum to learning better education. Thus, No-08 included, the teacher was playing as an important role in the education system.

Besides, No-08 pointed the teachers and parents had to understand the implementation of quality of education along the peace process. Likewise, the remuneration was one of the challenges for the teachers in Myanmar. According to respondent No-06, the language barrier was also one of the issues between the teachers and IDPs school children in Myitkyina.

Respondent No-01 said, one of the government schools separated the classrooms between IDPs and Non-IDPs students that occurred the violence between the students among them. Additionally, the IDPs children have faced the peer pressure in the schools which lead to drop out of the schools, according to Table (8) the data about the Shatapru High School. Thus, the teachers and curriculums were being important to decline the violence and unequal among the students.

Additionally, No-01 pointed, the NESP (2016-21) required to inclusive for all. Thus, the local organizations surrounded by IDPs' education along the peacebuilding process in Myitkyina. However, the government delayed taking IDPs' education as an essential factor. In summation, the existing UN documents, the interviews, qualified teachers, and better curriculum were playing to maintain peace and social reconstruction in Myitkyina, Kachin State.

4.4 Findings on Research Question III

How can the peacebuilding process in the area progress by increasing people access to quality education?

The respondent No-04 described the Myanmar education system needed to reform for national development. A closer look at the NESP (2016-21), MOE (2012), 2008 Myanmar National Constitution, and 2015 educational law, those all policies did not identify as clearly as to provide IDPs' education. These impacts affected public integration on the peacebuilding process in Myitkyina.

The respondent No-14 included, the implementation of IDPs' education was a significant factor to decline poverty and violence, as well as to provide a better job for them. The respondent No-07 also acknowledged that the local government was necessary to implement the decentralized education system for all to sustain long-term peace and national growth.

The respondent No-12 also described that education was IDPs' hope and future for their children on the current peace process in Myitkyina. No-12 said, while they were living at IDPs camps, learning education was the only hope for freedom from the conflicts. The author Phyu Thin Zaw (2017 b) also reported IDPs' education policy was urgently integrated into the government education system during the peacebuilding process.

Union Peace Conference (UPC) in Myanmar

The respondent N0-07 clarified the peacebuilding process was depending on the political dialogue and on the Nationwide Ceasefire Agreement (NCA). In Myanmar, the process of NCA was demanding men powers as a professional from different platforms. To measure up, the quality education institutions were being qualified for a

nation. Furthermore, No-07 explained, the Union Peace Conference (UPC) held two types of dialogues as the Union dialogue and the National Dialogue.

The Union Level, there have five main sectors included – politic, security, economic, natural resources and social (education, health, drug and rehabilitation of IDPs, & religious). The current union peace conference has discussed the policies of those five main sectors that conducted towards federal policy in a nation. Concluded of No-07 opinion, the access to quality education policy has been indispensable for the peacebuilding process of Myanmar.



Figure (10) The 13th Union Peace Dialogue Joint Committee (UPDJC) in Nay Pyi Taw, Myanmar. Source: www.moi.gov.mm

In Union Peace Conference (UPC) consists mainly of three groups, first party which was formed by the government, the parliament and the military; second, the political parties; and third, the ethnic armed organizations with the triangle shape seating plan as in figure (10). During the UPC, the newest agreement has established a

total of 51 principles covering politics, economic, social and land rights. During the second round of the conference in May 2017, an agreement reached on 37 fundamental principles as the first part of the union accord. The following figure (11) presented the Union Peace Dialogue Joint Committee (UPDJC).



Figure (11): Structure of Union Peace Dialogue Joint Committee (UPDJC)

Source: www.moi.gov.mm

Moreover, respondent No-07 admitted the current Union Peace Process still needed to gather more specific data and information to adopt as a basic policy for each sector. And, the security sector has not discussed as a policy along the peacebuilding process. In the conference, the main parties of discussing groups were the government, the parliaments, the Military, the political parties, and ethnic armed organizations.

Table (12) Union Peace Conference in Myanmar

First Union Peace Conference	31 Aug - 4 Sep 2016
Second Union Peace Conference	24-May-2017
Third Union Peace Conference	16-July-2018

Source: www.moi.gov.mm

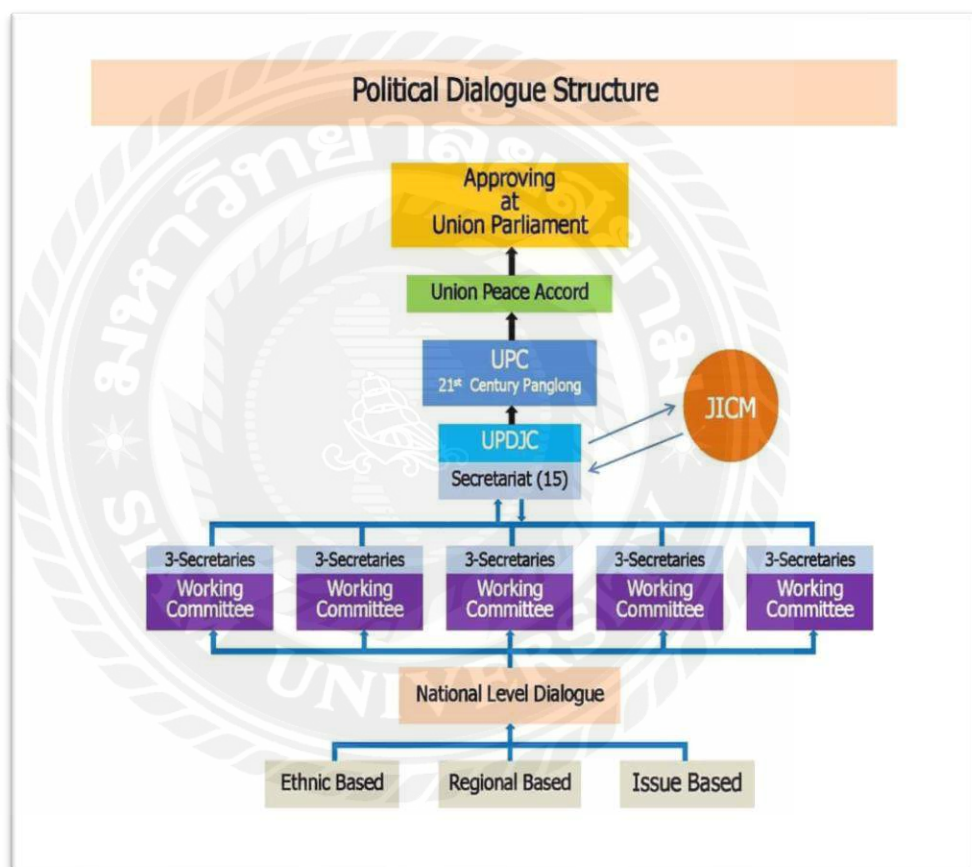


Figure (12): Political Dialogue Structure in Myanmar. Source: www.moi.gov.mm

The figure (12) presented the current dialogue structure in Myanmar. According to the dialogue structure, the education policy will be discussed in the Nation Level Dialogue, based on regions and issues. After discussion, it will be presented to the

Union Peace Dialogue Join Committee (UPDJC) and ratified at the Union Peace Conference (UPC - 21st Century Pang Lin) as a policy.

According to peace scholars' reports, the political dialogue has not progressed during the peace negotiation process, thus, the implementation of education policy will still be centralized. Likewise, respondent No-07 presented that the local government has to promote the education and health sectors through the parliament. This was progressing IDPs' education and peacebuilding process in Myitkyina.

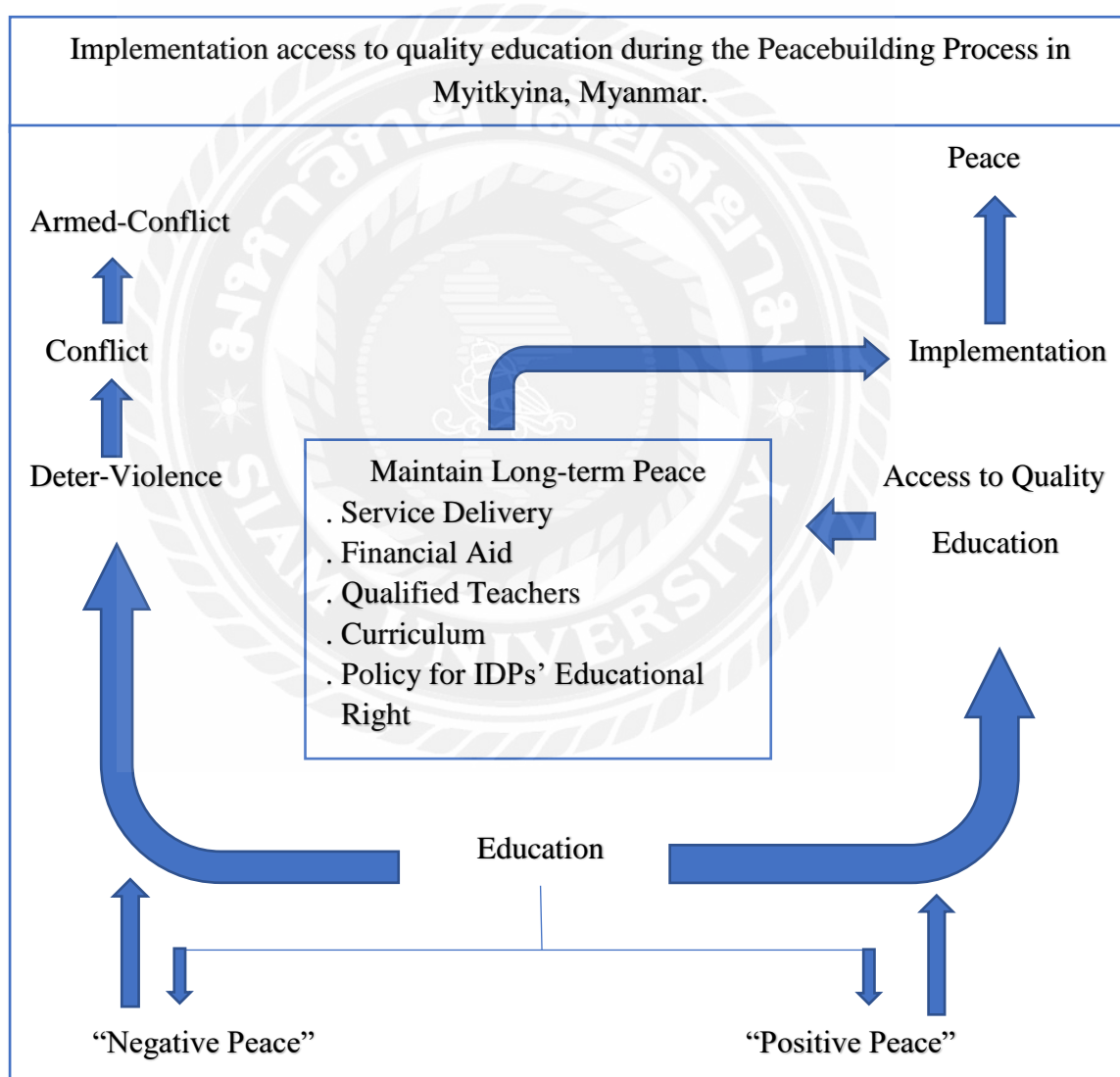


Figure (13) Implementation of Access to Quality Education during the Peacebuilding Process in Myitkyina, Myanmar.

The figure (13) described the implementation of access to quality education for IDPs during the peacebuilding process in Myitkyina. The access to quality education can transform as a positive peace with the key main components which are service delivery, financial aid, qualified teachers, curriculum, and policy for IDPs' educational right. Implementing those five factors progressed the peacebuilding process in Myitkyina. Those were bringing hope for future, declining the social problems during the peacebuilding process in Myitkyina.

According to the primary data and secondary data, access to quality education for IDPs was one of the basic elements in the peacebuilding process in Myitkyina. Conclusion, the result of this research, the implementation of IDPs' education policy was building the public integrations for long-term peace in Myitkyina. On the other hand, ignored to implement the access to quality education was as a negative peace along the peacebuilding process in Myitkyina.

CHAPTER 5

Conclusions and Recommendations

This chapter focused on the main findings, conclusion, and recommendations. This research used a qualitative method as the interviews and case studies. The case studies were from the available documents, texts, thesis, and published books that addressed the core topic areas of this study.

This chapter presented a summary of the results and findings with the simplistic and comprehensible forms. The researcher drew conclusions from the interview's findings and the secondary data, concluded vital recommendations in this chapter. The objectives of this study re-emphasized here:

1. To study the access to quality education as one of the important factors during the peacebuilding process.
2. To study the relationship between access to quality education and peacebuilding process in Myitkyina, Kachin State of Myanmar.
3. To provide recommendations on the access to quality education policy on the peacebuilding process in Myitkyina, Kachin State, Myanmar.

5.1 Summary of the Findings

5.1.1 Research Question 1: The Relationship between access to quality education can transform negative peace to positive peace.

According to the interviews, the relationships were declining the social tension, promote the opportunities to learn quality education during the peacebuilding process in Myitkyina. And the relationships were depending on the implementation of access to quality education. The researcher found that the relationship between access to quality education and peacebuilding transformed negative peace into a positive peace during the peacebuilding process.

Several findings proved the access to quality education and peacebuilding had strong relationships in this research. Additionally, education was promoting critical skill, attitude, and knowledge as well. Taro Komatsu (2017) reflected on the relationships of the access to quality education and peacebuilding were for long-term peace, human security, protecting human lives, and livelihoods.

Moreover, the relationships between access to quality education and peacebuilding were the first step toward a more profound understanding of peace for Myitkyina, Kachin State. The cases of Guatemala, Nepal, and Liberia, the relationships were transforming as a positive peace and decrease the violence (D, Kendra 2008 b). Conclude, the relationships between access to quality education and peacebuilding can contribute as a positive peace in Myitkyina, Kachin State.

5.1.2 Research Question 2: Access to Quality Education can maintain Long-Term Peace during the peacebuilding in Myitkyina.

According to the research findings indicated the access to quality education for IDPs was fundamentally an important factor to maintain long-term peace in Myitkyina. One of the essential issues to access IDPs' education was service delivery. According to the respondents, the financial supporting both the teachers and children that was leading to community peace. And, it was demanding issues from the IDPs in Myitkyina along the peace process.

Similarly, financial aid was one of the largest investments for long-term growth and sustainable peace (Save the Children 2012). The researcher discovered, the importance of financial aids on the access to quality education for IDPs in Myitkyina, that had enhanced mutual respect, confidence-construction, and established friendships. Additionally, providing for the school materials for the children were developing human capital and preventing violence in their society.

According to the respondents and international experiences, the curriculum was the central matters to develop mutual understanding with each other. Similarly, the teacher was the most imperative in the role of the education system. Summarizing, well-trained teachers and effective curriculum were supporting to IDPs live in peace among the different cultures. Thus, access to quality education for IDPs was a foundation to maintain long-term peace during the peacebuilding in Myitkyina.

5.1.3 Research Question 3: Implementation of access to quality education policy for people to progress the peacebuilding process in Myitkyina.

The results of the findings, the implementation of access to quality education reduced the tensions between the government and IDPs in Myitkyina. According to the interview results, the challenging factors were to implement access to quality education policy during the ongoing armed-conflicts. And the relationships were also depending on the implementation of access to quality education policy.

5.2 Conclusion

According to the conceptual framework, the access to quality education had five factors to maintain long-term peace that the service delivery for quality education, the financial aids to access IDPs' education, the qualified teachers, better curriculum, and the last was, to implement the policy for IDPs' educational right during the peacebuilding process.

UN SDG 4, "Obtaining a quality education is the foundation for creating sustainable development. In summation, access to quality education can develop innovative solutions to the world's greatest problems". Thus, the peacebuilding process progressed through access to quality education in Myitkyina, Kachin State.

The government's investment in the education sector should improve for long-term peace. However, the government's restricted policies, the implementation of IDPs' education was challenging to progress in Myitkyina. As IDPs' education will improve, the peacebuilding process also progressed positively along the process in Myitkyina.

According to the results, IDPs' education policy was being the best tool to recover from the armed conflict in Myitkyina. The government had to provide not only the education policy but also the emergency policy for IDPs in Myitkyina. In summation, the implementation of

IDPs' education policy was being a positive solution for the conflict-ridden societies in accordance with the findings results and international experiences.

5.3 Recommendations

This thesis suggested for the Myanmar government to implement the access to quality education policy for IDPs through the results and specific recommendations in this study. In the researcher's view, the government has to respect the public voice and integrate with them for IDPs' education policy. Furthermore, the significant recommendations from this research were to implement the access to quality education which includes equal service delivery, financial supporting, qualified teachers, a curriculum for peace and the education policy for IDPs. Based on the results of a study, the recommendations included the following:

- The government should assist to implement the access to quality education for IDPs in Myitkyina. Government's sincere action will converse the negative assumptions of IDPs on the peacebuilding process in Myitkyina.
- The parliament has to ratify or legislate IDPs' education policy because education will stabilize IDPs' future along the peacebuilding process.
- IDPs' education can reduce discrimination as the social problems in Myitkyina by providing the mother-tongue based curriculum, and the service delivery.
- Public organizations should offer effective training for the teachers, raise the annual budgets on the education sector. All aims to reduce the drop-out from schools and violence among people in societies.
- The Union of Peace Conference has to support the IDPs' Education policy. Because this could be one of the public integrations along the peacebuilding process in Myitkyina.

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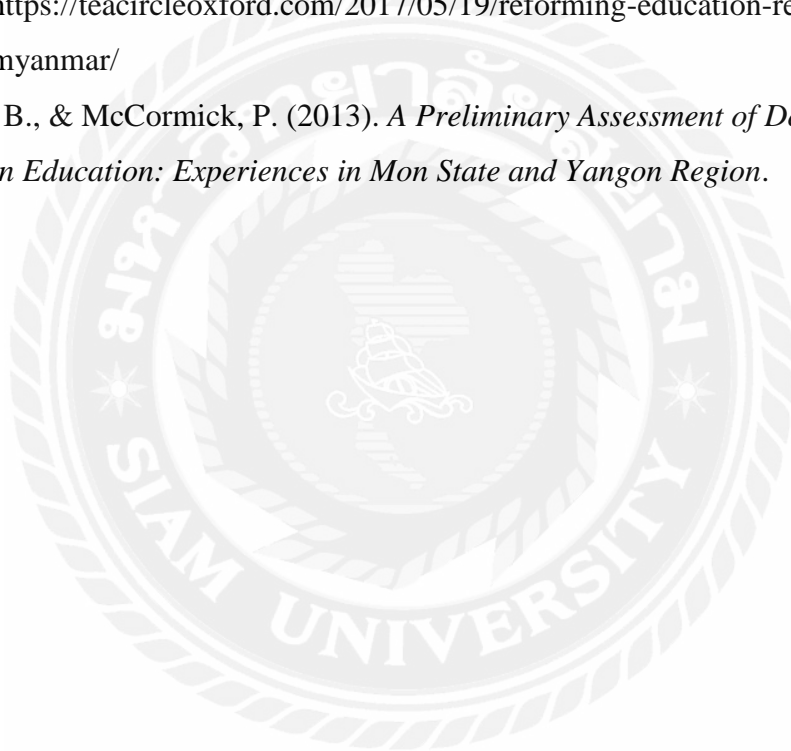
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Appendixes

Glossary of Abbreviations

ASEAN: Association of Southeast Asian Nations

CESR: Comprehensive Education Sector Review

CFDI: Chinese foreign direct investments

CRC: Convention on the Rights of the Child

CSOs: Civil Society Organisations

EFA: Education for All

GEMR: Global Education Monitoring Report

IDPs: Internally Displaced Persons caused by the armed conflict

IGC: International Growth Centre

INGO: International Non-Government Organizations

KBC: Kachin Baptist Convention

KEF: Kachin Education Foundation-Ning Shawng

KIA: Kachin Independence Army

KIO: Kachin Independence Organization

JICM: Joint Implementation Coordination Meeting

MDGs: Millennium Development Goals

MEC: Myanmar Education Consortium

MIMU & PSF: Myanmar Information Management Unit Peace Support Fund

MKA: Myitkyina

MOE: Ministry of Education

NCA: Nationwide Ceasefire Agreement

NCLB: No Child Left Behind Act 2001

NEL: National Educational Law

NESP: National Education Strategic Plan (2016-2021)

NGOs: Non-Government Organizations

PIC: Parliamentary Institute of Cambodia

UN: United Nations

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNESCO-MGIEP: Mahatma Gandhi Institute of Education for Peace and Sustainable Development.

UNESCO-UIS: UNESCO Institute for Statistics & Regional Bureau for Education in Africa.

UNICEF: United Nations International Children's Emergency Fund

UNOCHA: United Nations Office for the Coordination of Humanitarian Affairs

UN SDGs: United Nation Sustainable Development Goals

UPC: Union Peace Conference

UPDJC: Union Peace Dialogue Joint Committee