Women's Empowerment Through Education In Rakhine State, Myanmar: Reassessing The Effectiveness Of Education Policy

[1]Aye Naing Soe [2] Dr. Manual Selvaraj Bexci

[1](Ph. D in Social Science, Arts and Humanities, Lincoln University College, Malaysia)
[2](Associate Professor, Lincoln University College, Malaysia)

Abstracts: Empowerment refers to the ability to make independent decisions at both collective and individual levels, empowering individuals to gain experience, power, and knowledge to enhance their inherent abilities. Women's empowerment encompasses improvements in the social, political, cultural, and economic circumstances of women. Unfortunately, gender-based discrimination and inequality persist in many third-world countries, including Myanmar. The women of Myanmar have faced obstacles such as military invasions, violence, and armed ethnic conflicts that have hindered their progress. Physical violence against women is wielded as a weapon of war by dominant forces.

While Myanmar's government approved a National Strategic Plan for the Advancement of Women in 2013, addressing aspects such as women's welfare, financial and social inclusion, healthcare, education, and poverty reduction, progress towards its goals has been slow. Women in Myanmar remain undervalued and underrepresented across various sectors. The patriarchal societal structure perpetuates gender-based stereotypes, particularly in less developed regions. Women are often underpaid, and their presence in the labor market is significantly lower compared to men.

This study aims to underscore the significance of education as a means of empowerment for women and to identify barriers to women's empowerment in Myanmar. An interpretive qualitative methodology, including thematic analysis, was employed. The study concludes that Myanmar's educational policies have inherent weaknesses and lack effective implementation and enforcement. Education's role in human development and women's empowerment remains constrained. The cultural mindset and norms undermine the potential benefits of education. The efficacy of existing educational policies is closely tied to the prevailing culture, emphasizing the importance of fostering a conducive cultural environment."

Index Terms - Women Education, Literacy, Women Empowerment, Social, Political, Culture, Rakhine State, Myanmar, Gender Equality, Education Policy, Economic Empowerment, Gender Discrimination, Cultural, Norms, sustainable Development, Poverty Reduction, Women's Right.

I. INTRODUCTION

Empowerment refers to the capacity for independent decision-making at both individual and collective levels. It facilitates the acquisition of experience, knowledge, and power, thereby strengthening inherent abilities (Hashemi, Schuler & Riley, 1996). Women's empowerment involves enhancing the social, political, cultural, and economic status of women in society, addressing historical neglect and oppression (Engida, 2021). Empowerment encompasses autonomous decision-making, life event control, and cognitive transformation. In underdeveloped nations like Myanmar, women are often deprived of fundamental rights. Gender-based discrimination and inequality persist as enduring challenges in third-world contexts. In modern societies, women demonstrate equal capabilities alongside men, yet persisting gender disparities

continue to thwart women's empowerment efforts. The pursuit of women's empowerment through social and political engagement aims to unlock their full potential (Suneetha & Jayasree, 2020).

1.2. Women's Status in Myanmar

Myanmar's journey towards democracy has been marred by military invasions, violence, and ongoing ethnic conflicts. Amidst this turmoil, women remain vulnerable to physical abuse, violence, and rape, with such violence often employed as a weapon of war by dominant forces. Despite Myanmar signing the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) in 1997, progress towards empowerment milestones has been sluggish.

Additionally, Myanmar's government approved a National Strategic Plan for the Advancement of Women in 2013, addressing women's welfare, financial and social inclusion, healthcare, education, and poverty reduction. Despite these initiatives, international humanitarian and human rights organizations continue to express dissatisfaction.

Women in Myanmar are undervalued and underrepresented in various domains, particularly in leadership roles. The patriarchal societal structure reinforces gender-based stereotypes, particularly in less developed regions. Women's presence in the labor market stands at 63.1%, compared to men's representation at 85.1%. High-ranking positions remain predominantly reserved for males (The Situation of Women, 2021).

There exists a strong desire among women to acquire advanced education and skills to overcome marginalization, but complex societal, political, cultural, and economic factors hinder their progress. The need for comprehensive educational reforms, coupled with resource provision, is paramount. Contrary to the reported figure of 63%, actual women's participation in the labor market is only 48.4%. Women's representation in Myanmar's parliament is merely 6%, which contributes to the inadequate addressing of women's marginalization issues within legislative frameworks (Rietveld, 2020).

Myanmar's current education system inadequately addresses gender inequality and disparity, especially for marginalized ethnic groups. Transparent public-private collaborations are required for curriculum reform, skill enhancement, adaptability, and technical prowess (Rietveld, 2020). The political underrepresentation and economic suppression of women stem from deeply entrenched local cultural beliefs and unquestioned values.

Myanmar's educational system was once exemplary, but after the 1962 dictatorship, critical thinking, curriculum reform, and resource allocation were stifled. Bans on female education, exploitation of education for propaganda, funding deficits, international isolation, and internal conflicts have exacerbated the challenges faced by women. Constitutional reforms introduced between 2008 and 2013 led to increased enrollment of girls, yet a substantial disparity remains. Women's representation in parliament struggles to exceed 10%. On the Gender Inequality Index, Myanmar ranks 148 out of 189 countries.

Gender-biased curricula perpetuate traditional gender roles, as boys are linked to dominant fields such as business, politics, and sports, while girls are associated with domestic roles. Teachers further propagate stereotyping, hindering girls' potential (Rebecca & Clementi, 2020).

1.3. Objectives of the Study

The study aims to achieve the following objectives:

1. Define and develop an understanding of the concept of empowerment.
2. Elaborate on the significance of education as a vehicle of empowerment for women in Myanmar.
3. Assess the current scenario of women's empowerment in Myanmar.
4. Identify barriers hindering women's empowerment in Myanmar.
5. Provide recommendations for future corrective measures.

II. LITERATURE REVIEW

Researchers have taken two primary approaches to women's empowerment. The first focuses on empowerment determinants, while the second explores strategies for empowerment. Empowerment can be measured through various factors, such as asset ownership, contraceptive use, education, and resource allocation (Kandpal, Baylis & Arends-Kuenning, 2012). However, empowerment's extent is also gauged by factors like political participation, absence of domestic violence, decision-making autonomy, economic security, and physical mobility. Studies have found that access to income-generating activities outside the household empowers women in Bangladesh and India (Anderson & Eswaran, 2009; Rahman & Rao, 2004). Asset ownership enhances.

Employment opportunities and empowerment in developing countries (Agarwal, 2011). Microfinance has proven beneficial for female empowerment (Anderson & Baland, 2002; Hashmi et al., 2006). Contraceptive use, as well as the education levels of fathers and husbands, significantly influence women's empowerment (Schuler & Hashemi, 2004; Hashemi, Schuler & Riley, 2006). Empowerment's latent essence is evident in women's imaginative and questioning powers, challenging oppressive norms (Bhattacharya & Banerjee, 2012).

2.1. Education and Women's Empowerment

Education, a crucial determinant of women's empowerment, contributes to social roles, bargaining power, resource autonomy, and physical mobility. Despite cultural constraints, education plays a pivotal role in empowering women (Rahman & Rao, 2004). Education's positive impacts include improved mental health, autonomy, and social bargaining power (Malhotra et al., 2013). Observable indicators of empowerment include political participation, mobility, and employment outside the home (Rahman & Rao, 2004; Hashemi et al., 2006; Anderson & Eswaran, 2009). Education's benefits extend to well-being, maternal health, economic growth, and overall health, demonstrating its vital role in human development and social equality (Khatri, 2016).

Educated women allocate more resources to their children's education and healthcare, positively impacting future generations (Hasin & Musa, 2018). Financially secure and asset-owning women contribute significantly to economic growth and job creation (Ruqia, 2018). Education is a powerful tool for women's empowerment, influencing welfare programs, lifestyle choices, and autonomous decision-making (Ruqia, 2018). Illiterate women face vulnerability, low income, and poor job prospects (Jha, 2014). Education is crucial for enhancing women's societal roles (Srivastava, 2014), and the adage "Educate a woman, educate a nation" underscores its transformative potential (Suen, 2013; Chavez, 2015). Access to education, termed a "multiplier right" by international bodies, leads to various human rights (Wodon et al., 2018). Education catalyzes social, cultural, political, and economic development (Tomasevski, 2013), as observed in the positive impacts of women's education on economies, cultures, families, and children in multiple countries (Wodon et al., 2018).

2.2. Dimensions of Women Empowerment

This study has evaluated the role of education in social empowerment, relational empowerment, and personal empowerment. Relational empowerment encompasses decision-making, bargaining power, and relationships with counterparts, while social empowerment involves self-efficacy, self-confidence, and self-awareness (Engida, 2021). The following is a detailed discussion of these dimensions:

a) Personal Empowerment

Education encourages women's full participation in the development process through enhanced self-confidence, skills, and knowledge. It has a proven record of empowering women. According to Uwakwe et al. (2008), education and empowerment do not occur simultaneously. Education enhances women's cognitive processes, reshaping their personal traits and social skills. This cognitive improvement not only benefits women themselves but also positively impacts their next generations. Education instills a sense of health care and hygiene, which significantly benefits their entire families. Active political participation is also attributed to cognitive enhancement (Chandra, 2018). Formal education nurtures self-confidence in literate women and motivates them to thrive in competitive environments. This newfound understanding of basic human rights empowers them to demand education, social security, and healthcare from the government (Mercy & Rani, 2019). Formal education instills hope for a better future, efficiency, and self-esteem in literate women, contributing to their psychological well-being (Stromquist, 2015). Educated women tend to marry later compared to their illiterate counterparts and often have healthier and smaller families. Despite its undeniable significance, the literacy rate of women remains lower than that of men in many developing countries (Girman, 2012). Women's education equips them to advocate for human rights and foster a supportive and secure environment, even in the face of patriarchal pressures (Gervais, 2011).

b) Relational Empowerment

Education empowers women to develop communication skills, build social connections, and exchange information with community members. It leads to improved attitudes and behaviors (Vakis et al., 2011). Relational empowerment results in informed decision-making (Stromquist, 2015). Educated women actively attend political and public meetings and participate in political campaigns. Countries with higher female literacy rates tend to be more democratic (Chandra, 2018). Educated women exhibit greater flexibility in their attitudes and behaviors, readily engaging in diverse cultures. They express themselves more effectively and are unafraid to advocate for social issues. Education and training enable them to become better mothers and citizens, fostering balanced relationships with all stakeholders (Magaji, 2014).

Well-educated mothers raise their children in a respectable manner, ensuring proper clothing, a balanced diet, education, and comfort for their offspring (Benedicta, 2011).

c) Social Empowerment

Social empowerment of women challenges gender discrimination and measures their absolute status. While social empowerment is challenging to measure precisely, certain indicators suggest it, such as freedom of movement and travel (Lindberg et al., 2015). Education nurtures social awareness and proper conduct. Educated women are more likely to resist prevailing forms of social oppression, including child marriage, forced marriage, prostitution, and dowry-related issues (Basheer, 2018). They are proactive in exercising their social rights and making informed decisions (Magaji, 2012). Notable social benefits include reduced maternal and child mortality, diminished gender gaps, equal opportunities, and rights (Chandra, 2018). Women's education contributes to increased representation in policymaking and governance, while also aiding in the reduction of corruption and oppression. Women's participation in policy formulation for areas like sanitation, drinking water, women's protection, education, and health is on the rise (Clots-Figueras, 2012). Achieving social empowerment for women requires the enforcement of women's rights at every level through legal mechanisms (Benschop, 2002).

III. RESEARCH METHODOLOGY

This study adopts an interpretivist philosophy, aiming to understand respondents' personal experiences, feelings, and emotions. The research topic's nature necessitates a human-centered approach, prioritizing qualitative insights over quantitative data. The study employs inductive reasoning, beginning with limited knowledge based on societal observations and problems. Respondent perspectives were prioritized over generalized conclusions, warranting an open-ended instrument to capture nuanced insights. The study's population is scattered across Rakhine state, Myanmar, with a simple random sampling technique ensuring representative samples. Twenty-five respondents participated in in-depth interviews, revealing challenges within the educational system's effectiveness. Data analysis entailed thematic categorization and clustering, revealing insights into women's education and empowerment barriers.

Empirical Focus

This study is empirical, deriving knowledge from respondents' actual experiences through primary data collection via in-depth interviews. The study evaluates challenges from diverse stakeholders, offering a comprehensive view of Myanmar's education system and societal dynamics.

Result and Discussion

In this section, we analyze the findings of our study in relation to the dimensions of women's empowerment outlined in the literature review. The insights provided by respondents shed light on the different aspects of women's empowerment, encompassing Personal Empowerment, Relational Empowerment, and Social Empowerment.

a) Personal Empowerment: Unveiling Biased Curriculum and Economic Inequality

Respondents' perspectives regarding their personal empowerment align with the dimension of Personal Empowerment. Female students' feedback emphasized the gender biases inherent in the curriculum, limiting their career choices and reinforcing traditional roles. The curriculum's emphasis on caregiving roles confines women to domestic responsibilities, inhibiting their potential for broader economic participation. This aligns with studies (Hashemi, Schuler & Riley, 2006; Bhattacharya & Banerjee, 2012) highlighting the importance of breaking gender stereotypes to achieve personal empowerment. Furthermore, respondents discussed the gender-based income disparity, which discourages women from pursuing higher education. The income disparity underscores the persistent patriarchal norms in society, inhibiting personal empowerment despite education. This echoes the interconnectedness of education and societal values, where both variables influence each other in a cyclical manner.

b) Relational Empowerment: Navigating Constraints and Autonomy

The dimension of Relational Empowerment is evident in respondents' accounts of their relationships and interactions. Urban and rural dwelling girls' divergent experiences underscore how geographical context influences their autonomy. While urban women enjoy relatively greater autonomy in decision-making and movement, rural women face restrictions that demand male consent. This aligns with studies (Stromquist, 2015; Chandra, 2018) emphasizing communication skills and social contacts as essential components of women's empowerment. The challenge of obtaining financial assistance, voiced by respondents, points to

the complex web of relational constraints. This reflects the need to address societal norms that perpetuate dependency on male relatives and limit financial autonomy, a crucial aspect of relational empowerment.

c) Social Empowerment: Curriculum Reform and Legal Enforcement

Social Empowerment comes to the forefront through respondents' reflections on societal norms and gender discrimination. The curriculum's role in shaping these norms is evident from respondents' critiques of its gender bias, which influences societal perceptions of women's capabilities. This mirrors findings from studies (Basheer, 2018; Clots-Figueras, 2012) highlighting the need for curriculum reform to challenge gender stereotypes and promote social empowerment. Respondents also pointed out the importance of enforcing women's rights through legal mechanisms. The connection between education, policymaking, and governance resonates with existing research (Chandra, 2018; Benschop, 2002) stressing the role of women's participation in shaping societal structures for increased empowerment.

In essence, the interconnectedness of these dimensions becomes evident as education and societal values mutually influence one another. The findings underscore the need for curriculum reform, practical skill integration, and policy interventions to facilitate holistic empowerment. The dimensions of women's empowerment interact dynamically, necessitating comprehensive strategies to empower women across personal, relational, and social spheres.

Analysis The thematic analysis of the primary data has illuminated several key themes that emerged from the study's exploration. The sentiments expressed by women indicate a prevailing sense of disappointment and despair due to the absence of fresh and transformative educational practices. Their outlook towards the potential for change through existing women's education appears skeptical, as there seems to be a lack of effective mechanisms to propel educated women into the mainstream workforce. Gender bias, both deliberate and unconscious, casts a shadow on women's progress in society, with curriculum content perpetuating detrimental stereotypes that hinder women's empowerment. There is a strong desire among women for education to catalyze a change in societal perceptions and mindsets.

Income disparity and the persistence of traditional gender roles are glaring issues that continue to thwart women's advancement. The urgent need for women to acquire 21st-century skills, particularly in information and communication technology (ICT), reflects the demand for modern, relevant education. The intersection of weaknesses within the education system and deeply rooted social backwardness presents formidable challenges for women's empowerment. The existing education structure often channels women into less skilled, lower-paying sectors, reinforcing economic disparities.

Financial autonomy, a cornerstone of empowerment, remains elusive for many women. Despite a semblance of financial independence, the ultimate control over resources often rests with male family members, perpetuating a cycle of dependence. This issue is particularly pronounced in rural areas, where cultural norms have contributed to the entrenched subordination of women. The restriction of women's free movement further contributes to their disenfranchisement, deepening the web of interconnected socio-cultural challenges.

The intricate interplay of these issues compounds the under empowerment of women, each problem exacerbating the others. Notably, there is a growing consensus among intellectuals that the existing education system falls short of its potential and can be equated to a form of mental bondage. Recommendations for contemporary curriculum changes resonate strongly, advocating for education's political neutrality and its power to inspire positive change. The analysis underscores the urgency of addressing these multi-faceted challenges to usher in a future where women's empowerment is no longer an aspiration, but a lived reality.

To enhance the analysis, consider expanding on the societal context of these challenges, referencing relevant research to provide a broader understanding of the issues. Additionally, linking the analysis more explicitly to the study's objectives and the existing literature can provide a stronger narrative flow.

IV. Conclusion

In conclusion, this study underscores the critical importance of education, particularly in the context of underdeveloped nations like Myanmar, marked by a history of socio-political turbulence. While Myanmar possesses educational policies, the execution and enforcement of these policies remain inadequate. The role of education in fostering human development and women's empowerment is well-established, yet its impact within Myanmar remains modest, with a slow and limited trickle-down effect. Respondents acknowledge its potential, but the prevailing oppressive mindset and patriarchal culture impede its full realization for women. The efficacy of existing educational policies for women's empowerment is contingent upon the prevailing societal culture. A conducive and progressive culture is indispensable to harnessing the benefits of women's education.

The disparities between urban and rural environments cast a significant influence on women's agency and empowerment. Rural women grapple with greater oppression and diminished independence compared to their urban counterparts. In Rakhine, Myanmar, educated women exhibit ambition and capability to contribute to their families' economic and social well-being, yet the actualization of their potential remains stifled.

By addressing the cultural and societal barriers that obstruct the transformative potential of education, Myanmar can better leverage its educational policies to empower women and uplift the nation. Further efforts are required to bridge the urban-rural gap and to ensure the alignment of policy execution with overarching national goals of gender equality and inclusive development. Through such concerted endeavors, Myanmar can embark on a path toward more equitable opportunities and a brighter future for all its citizens.

V. Recommendations

The existing educational policy exhibits significant shortcomings in design and enforcement, impeding the realization of personal, social, and relational empowerment for educated women. Addressing these deficiencies is imperative to enable women's full participation and contribution. Policymakers must prioritize not only literacy and awareness but also the attainment of social independence and authority for women. Without empowerment in decision-making and societal influence, literacy and awareness alone might lead to frustration and undermine their potential contributions.

The prevalence of domestic violence, exaggerated masculinity, and the patriarchal structure of society act as direct obstacles to women's empowerment across all levels in Myanmar. To counteract these hindrances, the government should leverage electronic, print, and social media platforms to propagate an enlightened culture that promotes social justice and equality. Reconciliation efforts with ethnic groups in armed conflict with the regime are essential to foster an environment conducive to education and skill development, particularly for girls hailing from these backgrounds.

Furthermore, efforts should be made to enhance the quality of education across government institutions, monastic schools, and private educational establishments. This includes modernizing curricula, embracing innovative teaching methodologies, and providing teacher training that encourages critical thinking and skills relevant to the contemporary job market. It's essential to shift from an outdated, bookish approach to education toward a system that nurtures holistic development and equips women with the tools needed to thrive in the 21st-century landscape.

By rectifying the flaws in the educational system, instigating cultural change, addressing gender-based violence, and fostering a more inclusive environment, Myanmar can pave the way for the comprehensive empowerment of its educated women. These concerted efforts will not only transform individual lives but also contribute to the progress and prosperity of the entire society.

VI. INTERVIEW

Name: _____

Age: _____   Education: _____

Please answer the following questions. Your responses will be confidential and will be used for academic purpose only. Please be aware that it is an academic survey only it has no linkage with any NGO or any reform program. This is for research purposes only. As such, please do your best to be as open and honest as possible.

Education

How do you see existing educational system of Myanmar from women perspective?

How has education helped women to transform socially and economically?

What changes in education system do you deem necessary on urgent basis?

What do you opine, how women centric is the curriculum?

Are you satisfied with the content of curriculum as a source of women empowerment?

Economic Empowerment

Do you have independence of doing business?

Do you participate in an earning activity to support your family?

Do you have savings in your personal account?

How much did you contribute in supporting your family?

Have you ever availed loan or financial facility personally?

Do you have separate savings or assets from your husband?

Social Empowerment

Are you permitted to visit any place on your own vehicle/bike or riding on a public transport?

In the last one month, how many times did you go outside the village/town?

        Can you go unescorted to nearest town market?

Are you allowed to go alone to a relative's house near to your village or town?

Have you ever attended any events without guardians' presence (either alone or with friends)?

Do you have liberty to spend free time according to your own choice?

Women's opinions are valued and always considered in household decisions?

Do you participate in the activities of any social, political, or religious organizations?

In case of emergency how many people beyond your household can provide you immediate small loan?

Personal Empowerment

Do you feel yourself empowered or helpless?

How confident are you about your future?

Have you ever experienced unpleasant thing in near past which has disappointed you about the role & future of a women?

How satisfied are you with your personal achievements?

        Are you satisfied with the prestige that you receive in routine life?

Do you think that you will compete the male counterparts in job market with your knowledge, skills and personal traits?

effort was indispensable in accurately identifying the social and cultural stereotypes, as well as the barriers hindering women's empowerment.

In conclusion, I acknowledge the invaluable contributions of each of these individuals and groups, without whom the successful completion of this research would not have been attainable.

VII.REFERENCES

Agarwal, B. (2011). Gender Inequality, Cooperation, and Environmental Sustainability." In Economic Inequality, Collective Action, and Environmental Sustainability., ed. P. Bardhan, S.Bowles and J.M. Baland. Princeton University Press.

Anderson, S., and Baland.J.M. (2002). The Economics of Roscas and Intra household Resource Allocation. *The Quarterly Journal of Economics*. 117(3): 963-995.

Anderson, S., and Eswaran.M. (2009). What Determines Female Autonomy? Evidence from Bangladesh. *Journal of Development Economics*. 90(2). 179-191

Basheer, R. P. (2018). Empowerment of women through Education: A Special Reference to Mahatma Gandhi. *International Journal of Research & Analysis Rev*iew. 5(3), 1756-1758.

Benschop, M. (2002). Rights and reality: are women's equal rights to land, housing and property implemented in East Africa?

Benedicta, U. (2011). Female gender in Professional Education. *FIG Working Week*. Chandra, B. B. (2018). Role of Education in Empowering Women: A Case Study. *Asian Review of Social Sciences*. 7(1).

Chavez, A. A. (2015). Which way out of poverty? The Human Capital versus Human Capabilities approaches. *Maskana*. 6 (1). 19-25.

Clots-Figueras, I. (2012). Are female leaders good for education? Evidence from India. *American Economic Journal: Applied Economics*. 4(1), 212-44.

Engidan, Y.M. (2021). The Three-Dimensional Role of Education for Women Empowerment. Journal of Social Science. 17. 32-38

Evans, D. K., Akmal, M., & Jakiela, P. (2021). Gender gaps in education: The long view. *IZA Journal of Development and Migration*. 12(1).

Gervais, C. (2011). On their own and in their own words: Bolivian adolescent girls' empowerment through non-governmental human rights education. *Journal of Youth Studies*. 14(2), 197-217.

Girman, S. (2012). Education, Training and Professional Development for Women 11th Edition. *British library catalogue publishers*. Mexico

Hashemi, S., Schuler, S. and Riley, A. (2006). Rural Credit Programs and Women's Empowerment in Bangladesh. *World Development*. 24(4): 635-653.

Hasin, F., & Musa, H. H. (2018). Women Empowerment Model: Strategies To Overcome Challenges Research Article Special Issue. *Journal of Fundamental and Applied Science*. 10, 1068-6083.

Hill, M. A., & King, E. (1995). Women's education and economic well-being. *Feminist Economics*, 1(2), 21-46.

JhA, B. (2014). Education: An instrument to enhance women empowerment and inclusive growth.

Kandpal, E., Baylis, K., and Arends-Kuenning. (2012). Empowering Women through Education and Influence: An Evaluation of the Indian Mahila Samakhya Program. *IZA Discussion Papers*

Khatri, R. (2016). The role of education towards women empowerment in India. *International journal of advanced research.* 4(11).

Lindberg, S., Sundström, A., & Wang, T. (2015). Women's Political Empowerment: A New Global Index, 1900-2012. *University of Gothenburg, V-Dem Institute*.

Magaji, R. J. (2012). Adult and non-formal education: A tool for women empowerment and national development". Zaria Educator. *A Journal Publication of Association of Nigeria Educators*. 7(1).

Malhotra, A., R. Pande, and C. Grown. (2003). Impacts of Investments in Female Education on Gender Equality. *International Center for Research on Women*.

Mercy, S., & Rani, K. (2019). Women Empowerment- A Tool of National Development. *Journal of Emerging Technologies and Innovative Research (JETIR)*. 6(3).

Myanmar, (2021). World Directory of Minorities and Indigenous Peoples. *Minority Right Group International*. Available at: https://minorityrights.org/country/myanmarburma/#:~:text=The%20main%20ethnic%20groups%20living,of%20Tibetan%2DBurmese%20language%20subgroups. Retrieve February 10, 2022

Rebecca, C. and Clementi, A. (2020). Reality or Rhetoric: Understanding Gender Inequality and Education in Myanmar-The Political Economy of Myanmar. *Australian Institute of International Affairs*. Available at: https://www.internationalaffairs.org.au/australianoutlook/reality-or-rhetoric-understanding-gender-inequality-and-education-in-myanmar/

Rahman, L., and Rao.V. (2004). The Determinants of Gender Equity in India: Examining Dyson and Moore's Thesis with New Data. *Population and Development Review*. 30(2): 239-268.

Rietveld, R. (2020). Winds of Change? Education and Participation of Women in Myanmar. *We Women Foundation*. Available at http://wewomenfoundation.org/entry/winds-of-change-education-and-participation-of-women-in-myanmar. Retrieve January 25, 2022

Ruqia, M-u-D. (2018). Role of education in women empowerment. *International Journal of Academic Research and Development.* 3(1).

Schuler, S., and S. Hashemi. (2004). Credit Programs, Women's Empowerment, and Contra- captive use in Rural Bangladesh. *Studies in Family Planning*. 25(2): 65-76.

Srivastava, N. (2014). Education: A path to women empowerment (issues and challenges). *International Journal of Management Research and Reviews*. 4(10), 1007.

Stromquist, N. P. (2015). Women's Empowerment and Education: linking knowledge to transformative action. *European Journal of Education*. 50(3), 307-324.

Suen, S. (2013). The education of women as a tool in development: challenging the African maxim. *HYDRA*. Available at: http://journals.ed.ac.uk/hydra/article/view/720

Suneetha, P. and Jayasree, P.P. (2020). Women Empowerment: The Role Of Education In Women Empowerment. *International Journal of Multidisciplinary Educational Research*.

Tomasevski, K. (2003). Education denied: Costs and remedies. Zed books.

The Situation of Women In Myanmar. (2021). Gender Concerns International. Available at:

http://www.genderconcerns.org/country-in-focus/myanmar/the-situation-of-women-in-myanmar/#:~:text=According%20to%20UN%20Women%2C%20Myanmar,in%20primary%20and%20secondary%20education.&text=In%202013%2C%20the%20government%20approved,must%20act%20for%20gender%20equality.

UN. (2020). Committee on Economic, Social and Cultural Rights, General Comment no. 13 (2020), para. 1, 'Education is both a human right in itself and an indispensable means of realizing other human rights.

Uwakwe, C. U., Falaye, A. O., Emunemu, B. O., & Adelore, O. (2008). Impact of decentralization and privatization on the quality of education in sub-Saharan Africa: The Nigerian experience. *European Journal of Social Sciences*. 7(1), 160-170.

Vakis, R., Muñoz, A. M. & Coello, B. (2011). A Gender (R) Evolution In The Making: Expanding Women's Economic Opportunities In Central America: A Decade In Review. *World Bank*. Washington, D.C.

Wodon, Q., Montenegro, C. E., Nguyen, H., & Onagoruwa, A. (2018). Missed Opportunities: The High Cost of Not Educating Girls.