**HIGHER EDUCATION FOR THE REVOLUTION: EDUCATION AS A SPACE FOR RESISTANCE IN POST- COUP MYANMAR**

Format: Panel, Single session

Convener: Prof. Marie Lall, IoE, UCL, m.lall@ucl.ac.uk

Possible Discussant: Prof. Ikuko Okamoto, Toyo University

Possible Panelists: *Ei Thin Zar*, PhD Candidate, University of Wisconsin-Madison; *Min Aung*, Research Fellow, Regional Center for Social Science and Sustainable Development, Chiang Mai University, *Khaing Phyu Htut*, Education Adviser Education Adviser , FCDO/The British Embassy Myanmar, *Licia Proserpio*, Adjunct Professor, University of Bologna, *Hannah Russell*, Researcher and Program Manager at Barbury Partners, Secretary at Myanmar Action Group Denmark.

The panel brings together different voices (from inside and outside the country) to map and discuss higher education in post-coup Myanmar. It is known that the 2021 coup has changed the higher education landscape of the country. Students and teachers who were experiencing the benefits of a decade of educational reforms were left without the hope of continue their professional and academic paths. At the same time, groups of students and teachers in exile are actively creating new HE opportunities for themselves, but also for their colleagues remaining in Myanmar. We are witnessing an unprecedented flourishing of activities linked to providing various forms of higher education thanks to what have been defined Interim Education Providers (IEPs). Creating new forms of education appears to be a way to delegitimize the SAC regime and prove that it cannot control either students’ lives or Myanmar as a country. The new higher education arena in post-coup Myanmar has to do with learning and acquiring knowledge, but also with resilience and resistance.

The panel will map the activities of these IEPs (i.e. ethnic education departments; online education platforms, community initiatives) and their higher education discourses. At the same time, it will bring about a discussion on how the international academic and aid community could better recognize Mynamar students’ agency, potential, and higher education expectations (in broader terms, not only around learning and acquiring knowledge).