

English Teachers' Awareness towards Sustainable Development Goals and University's Commitment to Achieve a Sustainable Future in Myanmar

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Abstract

Teacher sustainability involves teachers' participation in activities or courses related to the Sustainable Development Goals as a teacher. Moreover, university's commitment to achieve a sustainable future through initiatives and activities that are mainly used to integrate sustainability issues into educational programmes is also very important. However, despite the gradually added experience of implementations on education aimed at achieving SDGs, factors that contribute to the associated learning outcomes at the institutional level are yet to be fully explored. Thus, this study aims to investigate the individual and institutional-level factors associated with the desired learning outcomes in the areas of Sustainable Development Goals. The results highlight several factors on awareness of English teachers to achieve a sustainable future in Myanmar that may enhance the effectiveness of teaching and learning in these areas. Moreover, participants indicate the sources from which they obtained the knowledge they have on each topic. The commitment of Myanmar universities to a stronger integration of sustainability issues into educational programmes still needs to be improved. Thus, a transformation of standpoint is immediately needed, whereby sustainability education should be seen as a cooperative task. As a result, there is a great need for forward-looking programs that will complete the quality education while going beyond the current goals. A future education agenda must explore how education systems should adjust to deal with new challenges and provide to peace and sustainable development. Finally, the study revealed the needs for awareness of English teachers and university's commitment to achieve a sustainable future.

Keywords: Awareness, English teachers, University's commitment, Sustainable development goals, Myanmar