

SUSTAINABLE TOURISM IN MYANMAR: ADAPTATIONS OF GLOBAL EDUCATION AND ENHANCING CULTURAL AND SOCIAL AWARENESS*

Mya Aye¹, Hnin Pwint Han²

Abstract

The future of Myanmar lies in the capability of youth today by adapting educational excellence. Research and Development in educational institutions that produce graduates with global education are of vital importance for sustainable development in Myanmar. To achieve this goal, life skills should be adapted in school projects. This study explores the learning culture of university level students, especially final year students from National Management Degree College, Tourism Department, their exposure to field trip study in doing research, capacity building, interacting with villagers at community - based tourism site. The study looks into faculty members and students' joint study tour of Community-Based Tourism (CBT) site in Ma Gyi Kan Village in Magway Division. Data collection methods mainly focus on interviews and opinion survey to support qualitative research, whereas set questionnaires as an optional if available. Issues that were investigated include development obtained from CBT, job creation, income generation, exposure of cultural tourism, empowerment and participation, leadership skills, problems and hindrances that villagers encounter in CBT site, training needs, technology aids for agricultural and eco-tourism.

This research aims at finding an appropriate strategy for students to equip with life-skills required in 21st century education, enhancing awareness in preserving environmental, social, and cultural values of diverse ethnicity and natural resources, empowering students to create projects to develop community -based cultural tourism for career development, job creation, income generation to sustain CBT as new economy. Through this sustainable tourism, every stakeholder is beneficial and taking shared responsibility to protect Myanmar society for sustainable development.

Keywords: Community Based Tourism, Education for Sustainable Development, Life Skills, Environmental, Social and Cultural Awareness

Introduction

Tourism is one of the world's fastest growing Industry. With over 1.2 billion people now crossing international borders each year, which accounts for some 10% of the world's economic activity, the United Nations has proclaimed 2017 as the International Year of Sustainable Tourism for Development. The United Nations World Tourism Organization (UNWTO) data shows the significance of tourism as a vehicle for job creation, generating revenues for host communities representing 1 in 11 jobs worldwide. (UNWTO, 2015 <https://en.unesco.org/iyst4d>)

In 2012, United Nations set up a blueprint of sustainable development goals to achieve in 2030. In September 2015, the Sustainable Development Goals (SDGs) were adopted by the United Nations General Assembly with the 2030 Agenda for Sustainable Development, and 190 world leaders committed to 17 categories of SDGs to fight poverty, injustice, inequality and climate changes etc. Over the next decade, the SDGs must form an action plan to free humanity from poverty and put the planet back on the road to sustainability. (UN Global Goals for SDGs.

¹ Lecturer, Department of Tourism, National Management Degree College

² Lecturer(Retired), Bangkok University International College

* Best Paper Award Winning Paper in Tourism (2019)

2015) Tourism has also the potential to contribute, directly or indirectly, to the 2030 Agenda for Sustainable Development Goals. Among several definitions, UNESCO defined sustainable tourism as “tourism that respects both local people and the traveler, cultural heritage and the environment”. It seeks to provide people with an exciting and educational holiday that is also of benefit to the people of the host country. (UNESCO Digital Library 2006). United Nations World Travel Organization (UNWTO) expressed sustainable tourism as *"Tourism that takes full account of its current and future economic, social and environmental impacts, addressing the needs of visitors, the industry, the environment and host communities"* (UNWTO, 2015, P. 11-12).

Sustainable tourism development guidelines and management practices are applicable to all forms of tourism in all types of destinations, including mass tourism and the various niche tourism segments. Sustainability principles refer to the environmental, economic, and socio-cultural aspects of tourism development, and a suitable balance must be established between these three dimensions to guarantee its long-term sustainability. Thus, sustainable tourism should: 1. Make optimal use of environmental resources that constitute a key element in maintaining essential ecological processes and helping to conserve natural heritage and biodiversity. 2. Respect the socio-cultural authenticity of host communities, conserve their built and living cultural heritage and traditional values, and contribute to inter-cultural understanding and tolerance. 3. Ensure viable, long-term economic operations, providing socio-economic benefits to all stakeholders that are fairly distributed, including stable employment and income-earning opportunities and social services to host communities, and contributing to poverty alleviation. (Making Tourism More Sustainable - A Guide for Policy Makers, UNEP and UNWTO, 2005, p.11-12). Various definitions imply as an industry committed to making a low impact on the environment and local culture, helping to generate future employment for local people to ensure that development is a positive experience for local people; tourism companies; and tourists themselves.

Community-based tourism (CBT) has been compelling in international tourism market for three decades (ICRT Occasional paper. 2009, P.11). However, there are few studies of CBT in Myanmar, where the actual benefits to local communities, development obtained from CBT, job creation, income generation, environmental impact, empowerment and participation of villagers and regional administrators have yet to find out through pragmatic research. Cultural, environmental and social awareness need to be in high consideration to draw CBT blueprint in Myanmar. By means of promoting CBT, the social, environmental and economic needs of local communities are met through a local wisdom, local culture, which are valuable assets of tourism product. CBT is alternative to the mainstream eco-tourism. The sustainable tourism should make the low impact on environment and local culture. It has tendency to create jobs and income generation for local people, to preserve local culture, to gain knowledge and experiences for mutual benefits to all stake holders.

On the other hand, United Nations announced the Decade of Education for Sustainable Development, where UNESCO is the lead agency. Education for Sustainable Development (ESD) empowers people to change the way they think and work towards a sustainable future. (The United Nations Decade of Education for Sustainable Development 2005-2014). Individuals and societies need to learn to live together sustainably. It aims to transform society, improve access to quality education at all levels and in all social contexts by reorienting education and

help people develop knowledge, skills, values and behaviors needed for sustainable development. It encompasses various issues, such as climate change and biodiversity into teaching and learning. Individuals are encouraged to be responsible actors who resolve challenges, respect cultural diversity and contribute to creating a more sustainable world. (UNESCO Digital Library, 2006).

In the blueprint of United Nations Sustainable Development Goals, there are 17 SDGs. Among 17 categories, quality education, clean water and sanitation, industry innovation and infrastructure, sustainable cities and communities are strongly involved in CBT. While United Nations has been calling the world community for sustainable development, UNESCO announced a decade of education for sustainable development. In this context, we may need to see where Myanmar stands today in terms of sustainability. (UNESCO, 2006).

The meaning of the word “Sustainable Society” is very broad from various perspectives such as business, environment, conservation, energy, green-house effect, information technology and many other numerous sectors. According to the UN Human Development Report 1990, a “sustainable society” is commonly used as economically viable, environmentally sound and socially responsible. Sustainable Society has been an international agenda since 1990. (UN Human Development Report 1990). In practice, it may be very difficult to measure sustainable society of Myanmar. However, Sustainable Society Index (SSI) was firstly introduced by Netherlands, the Sustainable Society Foundation in 2006. SSI Index from 154 countries represents 90 percent of the world population. (Sustainable Society Foundation, Netherlands, 2017).

According to Netherlands Sustainable Society Foundation, “SSI ranking” measures (1) Human Well-being, (2) Environmental Well-being, and (3) Economic Well-being. (1) Human Well-being is basic needs such as nutrition, shelter, safe water, clean water, personal and social development of gender equality, education, health, sanitation etc.(2)Environmental Well-being is nature and environment such as quality of air ,water, green-house effect, haze, natural resources, eliminate waste, biodiversity etc. (3)Economic Well-being is employment, efficient farming techniques like organic farming, transparent economic system, ethical and fair production and distribution etcetera. According to Sustainable Society Index(SSI) of the country ranking among 154 countries, in the year 2014 and 2016, Myanmar’s ranking in human well-being stood 112 both in 2014 and also 112 in 2016, environmental ranking was 42 in 2014 and 84 in 2016, economic Well-being stood 68 in 2014 and 61 in 2016. (Sustainable Society Foundation, Netherlands, 2017).

For Myanmar to increase its sustainable society index (SSI) numerical ranking depends on how policy makers lay down good policies, how they implement them and follow up actions, as well as their awareness of the fundamental three categories of SSI human well-being, environmental well-being, economic well-beings. To achieve this, the country definitely requires morally strong and well-disciplined citizens who follow the rules of law strictly. It is consequently important to create environmentally sound and socially responsible Myanmar society by laying down solid foundation of 21st century learning through university level institutions to be equipped with research and development, life skills to be in line with the modern age of information technology.

While Myanmar students are in drastic need to equip with life skills, it is of vital importance to be aware of 21st century learning and life skills to consider to put into curricula

development in adapting education reform blueprint. 21st Century skills are 12 abilities that students of today necessitate to succeed in their careers in this Information Age. These abilities include 1. Critical thinking 2. Creativity 3. Collaboration 4 Communication 5. Information literacy 6. Media literacy 7. Technology literacy 8. Flexibility 9. Leadership 10. Initiative. 11. Productivity. 12. Social skills. (Skills for the 21st century, 2015). It is also categorized as: 1. critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information 2. research skills and practices, interrogative questioning 3. creativity, artistry, curiosity, imagination, innovation, personal expression 4. perseverance, self-direction, planning, self-discipline, adaptability, initiative.

According to World Health Organization -WHO, life skills include: 1. Problem solving 2. Decision making 3. Critical thinking 4. Creative thinking 5. Effective communication skills. 6. Self-awareness. 7. Empathy 8. Interpersonal-relationship 9. Coping with emotions 10. Coping with stress. (WHO 1997). The main objectives of life skills are to 1. to develop positive social skills and etiquette 2. to develop work ethics 3. to learn job interview skills 4. to listen, speak, and understand English language 5. to become self-confident 6. to remove stage fear (WHO 1997).

Materials and Methodology

This study explores if our education is adapting the 21st century life skills for sustainable development. Preliminary research questions are set as: 1. How and in what way tourism students' school projects can enhance CBT in terms of enhancing social and cultural awareness? 2. Whether school activities and field trips are in line with 21st century life skill for sustainable development?

The research aims at finding benefits and problems arising in CBT in terms of social equity and the environmental quality, drawing attention to enhance the awareness in promoting CBT for welfare of local people and tourists, protecting our country's environmental, social and cultural heritage. The study looks into National Management Degree College, Tourism Management, final year students' exposure of research survey through their field trip, capacity building skill, interacting skill with villagers at CBT sites in Ma Gyi Kan village in Magway Division. Ma Gyi Kan Village has 110 households with 450 population. It is located in Salay Town, Chauk Township, Magway Division, an hour drive from Bagan and 20-minute drive from Chauk.

Research methods included observatory, exploratory, interviews, and opinion survey. Six faculty members and 140 students went a study trip to explore the CBT site in Ma Gyi Kan Village. Faculty members interviewed to village leaders, whereas students in groups visited households and farms to survey. Students prepared their own research design differently on their group's interest and observed CBT sites. One constraint is short of time to distribute paper-based questionnaires to villagers and give them some time to answer, then to collect their answers vice versa. Another obstacle is that villagers are uncomfortable to write on paper since they are not familiar with set questionnaires in research format. Survey was formed into (11) groups among 140 students, where 6 groups survey ecotourism and 5 groups explore community-based tourism to simply support qualitative data. Students worked in teams by drawing outlines to ask interrogative questions, interviewing, note taking, and report writing. Despite different groups work on their own research design, data collections are mainly focused on villagers' opinion on

pros and cons of CBT, homestay business, their attitude to strangers like foreigners and local visitors, chances of job creations and income generation, reflection of local life style and local culture, their problems etc.

Learning outcome will have proven the potential of students' research ability, their communicative skills, interpersonal skills, interview skills, self-direction in team work, collaborative learning and self-confidence in line with 21st century learning skills, the guidelines drawn by UNESCO Education for Sustainable Development.

Finding

The researchers intend to observe students' research ability, their learning outcomes, whether they have chances to exercise learning by doing approach, self-directed learning, collaborative learning and if their learning culture is somewhat in line with global education, the 21st century life skill. Most importantly, the researchers investigate the students' awareness on preserving environmental, social and cultural values of diverse ethnic groups in Myanmar, especially in enhancing community-based tourism. Groups of students design their own survey questions for their final year term paper during the field trip. The researchers interviewed some student representatives from 5 groups who survey CBT to analyze their feedback. It was found some commonality among the differences in various groups.

Based on common ground from their survey, 10 items are drawn out, divided into two parts, part 1 emphasize on opinion of CBT villagers, whereas part 2 focus on students' research exposure. Part 1 highlights on (1) Whether Tamarind Lake villagers can make use of their local culture and wisdom to showcase to tourists (2) If there are any man-made environmental degradations such as cutting trees, deforestation, forest fire, global warming, garbage and the waste in disorder to affect water pollution, air pollution and noise pollution and any impact students see in their trip (3) If they see good opportunity in job creation and income generation in CBT sites (4) Cleanliness of toilet, bathrooms, sanitary to meet the hygienic standard and how do they want them to improve to attract more tourists (5) How do Tamarind Lake Village CBT site manage on day to day basis, top down from village leaders or bottom up from the youth, who sponsor the budget to run the CBT sites. Part 2 is to observe the students' research skill. These include (6) whether students can exercise research skill in their field trip (7) students have good chances to work in team spirit of cooperate learning, exercise leadership skill, self-directed planning, decision making, problem solving, and critical thinking (8) they have any problems in interviewing , approaching villagers in survey process, in order to learn their social and interpersonal skills (9) If villagers are willing to help students to learn more about their traditions and cultural resources and (10) students' perception on the field trip, whether they gain first-hand information from villagers and if the trip is beneficial for conducting research. Lastly, (11) their overall impression and their personal opinions on how they love to preserve environmental, social and cultural values in Myanmar together with ethnic groups and in what way they want to enhance culture-based tourism for our country's new economy.

From our interview to representatives of 5 teams who conduct CBT research, they responded as follows. From part 1,

1. When asking if Ma Gyi Kan villagers can make use of their local culture and wisdom to showcase to tourists, most respondents say "yes". For example, there are 3 home stay houses for tourists, which can accommodate about 15 tourists. Villagers cook for the

guests all meals including breakfast, lunch and dinner, but they don't make different menu for foreigners. Foreigners can taste the same food as the way villagers eat daily and local people don't change their cooking recipe for foreigners. In this way, all foreigners and local guests can taste local dish and they can even try to participate in cooking together with hosts and hostesses. Foreign tourists can join Myanmar traditional sports of Chin Lone with local people. Some students observed that tourists can take bullock carts to go around the village for sightseeing to Salay and Irrawaddy bank. Tourists can enjoy the beauty of Irrawaddy river and tamarind tress by taking bullock carts in their sightseeing tour. One faculty member asked the village leader about selling local made handy crafts to make money. The village leader replied that they are weak in making hand-made arts at the moment, but they will try and consider to produce local souvenirs in the future. At this moment, instead of selling products, they give their farming products, fruits etc. as take away gifts for the guests. It shows generosity of Myanmar traditional customary that is very rare to see in the profit-making society all over the world nowadays. This is one beauty of local culture, found in CBT site. Another villager said they are trying to use local resources to create local products of Ma Gyi Kan Village to promote in the future. Another faculty member expressed the villagers' generosity, picking fruits and vegetables and give to the guests to join cooking activities together by using vegetables from their home compound. She noticed that she saw only the elders, aged above 40s and children in the village. When asking whereabouts young adults, elders replied they were working in neighboring village, but some were joining the merit making events in other village helping there temporarily away from homes.

2. If there are any men-made environmental degradations: most students responded that they did not see anything harmful to the environment. Village is clean, cool and calm, peaceful, simple, no noise pollution, no air pollution and local significance of tamarind tress make good ventilation. One student pointed out that villagers keep maintaining tamarind trees in their compound and that make environmentally friendly clean surrounding without dirty disposal and garbage. They can feel touching of natural air breeze and not feel hot even in summer time during their visit. One faculty member said that the area is peaceful, no crimes, clean and she can feel the beauty of nature.
3. If they see good opportunity in job creation and income generation in CBT sites: Most students say "yes". Despite the mainstream villagers are making their living by farming, livestock breeding, agricultural products, especially growing paddy and plantation of different fruits and vegetables, CBT as seasonal job helps them additional income in tourist season. They can make money by cooking 3 meals for the tourists, home stay accommodation, riding carts, taking around and showing local products, but they cannot rely their income only on CBT as tourists don't come all year long. Students notice that some villagers are not very interested in CBT, whereas one villager said to them he has passion in giving hospitality service to the guests, and upon tourists arrival, they can get job to make money.
4. Cleanliness of toilet, bathrooms, sanitary to meet the hygienic standard and how do they want them to improve to attract more tourists: One student responded that it might be alright for the locals, but for the conveniences of foreign tourists, they should improve hygienic standard, build more quantity and squatting type for the convenience for tourists.

Some students and one faculty member observes good sanitation, clean bath room and toilets in their home stay.

5. How do Ma Gyi Kan Village CBT site manage on day to day basis, top down from village leaders or bottom up from the youth, who sponsor the budget to run the CBT sites: Students and one faculty member responded that usually chief of the village take charge in management and do some maintenance from the profit. One faculty member noticed that only the elders manage CBT as traditional way of top down hierarchy management style, and only a few people are interested in CBT, because it is seasonal job and they cannot rely on tourism only to make their living all year long. When asking them about budget and idea to establish CBT, at the initial stage of creating CBT site, two travel agents visited the village and educated them about CBT, taught them how they should prepare to host tourists to build home stay houses to make money. The sources of budget are unknown, but when we interviewed one NMDC alumnus, the tour coordinator of Ma Gyi Kan Village CBT site informed that a small group of people interested to establish CBT in the village proposed to UK based Business Innovation Facility for grant and they received fund to implement in 5 years. Sometimes, Ministry of Hotel and tourism arranged to give them training. Some contribution come from the guests when they need to buy generator to run electricity and sometimes foreign guests donated some stationaries for the village children. One student said a former village leader is leading CBT activities in team.

In part II, we observe students' performance on research skills as follows:

6. Whether students can exercise research skill in their trip: All respondents said yes.
7. Students have good chances to work in team spirit: All students replied yes and it is not easy to work alone. Some groups divided into sub groups, walked around to visit households and farms to meet different villagers to collect data.
8. Any problems in interviewing, approaching villagers in survey process, their social and interpersonal skills: One respondent said it is very interesting to meet villagers to ask information, but some villagers are afraid to answer questions, whereas some are very friendly, welcoming and taking them around village and explaining the history of the village. Most students are satisfied with and some are excited to interview local people and all of them enjoy dealing with villagers.
9. If villagers are willing to help students to learn more about their traditions and cultural resources: This question is to counter check our students' interpersonal and social skills and found out that they have good ability to communicate well with villagers.
10. Students' perception on the field trip, whether they gain first -hand information from villagers and if the trip is beneficial for conducting research: Most students responded that the field trip is very beneficial and great chance to do research. On the other hand, some students said they are tired to walk around one place to another along the village to meet their groups in limited time slot. Some students get a chance of riding bullock carts and they really enjoy firs hand information and experience. One student said it is a great chance to learn a serene life of village people, their customs, their life style and how they give community services to the foreign and local tourists.

11. Overall impression and their personal opinions on how they love to preserve environmental, social and cultural values in Myanmar together with ethnic groups and in what way they want to enhance culture-based tourism for our country's new economy: Students concern more on cultural tourism than community-based tourism. Tourists may get bored if they are taken only to pagodas and listening to history. They suggest to add tourist attractions such as colonial heritage sites, Portugal old churches, Thanlyian BOC Oil refinery site, Jewish building, 135 ethnic socio-cultural heritage extensively. There should be many ethnic cultural centers for tourists. One student suggests to keep Narga, Palaung traditions the way it was before. They are aware of environmental impact and climate change due to cutting trees and removing mountains. It was found that the degree of students' concern on environmental, socio-cultural awareness is pretty high.

Discussion

Ma Gyi Kan Village CBT site was funded by UK based Business Innovation Facility (BIF). All Asia Inclusive tour agency helped to submit application to Project & Package (PPIC) in 2014 for financial grant. PPIC announced that Ma Gyi Kan Village was the winner among many competitors in 2015, then BIF granted the budget to establish CBT site there and the village management had to report monthly progress for 3 years to BIF. One senior faculty member noted it runs for 3 years now with significant development. There are currently 6 local guides, two graduates, three 10th grade, and one 8th grades local people, working in their own village as guides. Village management arranged to send them to regional guide course in Magwe, but they have to be self-funded. Regional guide course opens twice a year and each course lasts for 10 days. There are three home stay village houses and it can accommodate altogether 15 people, 5 in each house with clean sanitation. Foreigners are charged 10,000 kyat per night for accommodation, 15,000 kyat for breakfast, lunch, dinner 3 meals, 10,000 kyat for community development service. Thus, they can generate income about 35,000 kyat per head for food and accommodation service.

For transportation, they can take bullock carts, 5,000 kyat per one bullock cart to visit around the city tour. During the peak season, they can earn 500,000 kyat per house, out of 3 village houses. From this income, village leaders invest again for maintenance and further development for infrastructure, utilities etc. Payment for tour guides depend on the income per day. Some tourists don't stay overnight, they don't ask tour guides, but travel agents often added in the Pagan package to visit day trip tour to Ma Gyi Kan village and those tourists come with their own guides arranged by their agents. Foreign tourists stay there maximum 3 nights only. Most of the tourists come from France, follow by Japan and Finland. Tourists start visiting to the village in August and September, but November, December and February are the busiest period for the village. In March and April, only a few guests come and there are no visitors in other months, especially in the rainy season. For this reason, many villagers show no motivation in promoting CBT as they cannot rely income from tourism to make their own living, whereas some are only interested in doing normal agriculture, farming and live-stock breeding as their traditions.

Thus, job creation and income generation from CBT look good but not really promising for income stability all year long. However, CBT is just an initial stage in Myanmar. It needs to draw more attention from investors, authorities, policy makers to establish many more CBT in

Myanmar in giving training and running tourism business. On the other hand, Myanmar is still an infant baby in environmental awareness and resource management. Even some research studies posit that “Integrated Conservation and Development Projects (ICDPs)” were the predominant form of the early initiatives of CBT. In 1992 Wells & Brandon reviewed ICDPs and reported that the results had been disappointing, it was unusual for any additional revenues from tourism to be made available to local management, revenues were remitted to national treasuries; that it was “extremely rare for a revenue share to go to local communities”; and that local employment opportunities linked to tourism were “insufficient to attract much local popular support for the parks.” (ICRT occasional paper 11, 2009).

Ma Gyi Kan Villagers are running CBT in a small -scale degree in their own pace in their capability. This is fortunate enough, not monopolized by mega city-development projects and giant investors in the small village, otherwise such mega projects might trade-off the development with environmental damage to focus only on their profit making and as a consequence, villagers may not get their share they deserve. The strength is that the site is preserving cultural values, natural resources and surroundings with tamarind trees and green environment which look very neat and impressive. There appears to have no environmental impact in the Ma Gyi Kan village. They can still maintain the Myanmar traditional life style very well, generosity, simplicity, honesty, hospitality. Thus, foreigners appreciate the villagers for giving them authentic local experience of food culture and teaching them cooking, sports like playing chin lone with villagers, riding bullock carts etc.

When observing students’ learning culture, they show their high motivation in active learning through field trips. They are excited to observe around the village, work in teams, create their own survey design, and prepare for interview questions. In their feedback, students substantiate that they enjoy team work and share responsibility, divide duties to take turn of leadership roles in interviewing, note taking, report writing, selecting the interviewees and places. Later, they will have to develop their research into final year term papers and presentation in their classes. Students said this research project is a great challenge in their study life. In doing this field trip research, students validate that they can apply critical thinking, collaboration, information literacy, leadership role and team works, productivity and social skills. They can exercise research skills and practices, interrogative questions, curiosity, imagination, personal experiences, self-discipline, self-direction, adaptability and initiatives. All these students’ learning culture encompasses in the 21st century life skills.

Conclusion

To conclude our research outcomes, a few suggestions are made in the following. To integrate community development and preserving environmental impact, socio-cultural awareness, many school projects can be created in collaboration with different sectors.

1. Some suggested projects include: Garbage Free Day; Tree Plantation Weeks or Let’s grow; Stop Cutting Trees Campaign; Noise Pollution Free Day, No Water Pollution, No Air Pollution Day” etc. These campaigns can be organized peacefully as week- end projects in community, by creating some prize given contests for clean and green environment in every corner of the whole country.
2. To enhance socio cultural awareness, we should showcase more cultural values of our 135ethnic diversity in collaboration with gallery and cultural centers for students’

performance to show to tourists. For example, Bamboo Dance, Karen Done- Yane Dance, Kachin Dance Week, Myanmar Dance Week etc. open the floor to tourists so that they can learn, participate to enjoy Myanmar culture and art. Street Walk Art; Street Food Week etc. by creating such events, income generation from tourists and socio-cultural awareness can be enhanced.

3. To help villagers, network building with different sectors should be established to utilize local wisdom for local productions of souvenirs or consumers products with own village brand name. For example, Ma Gyi Kan Village can produce tamarind juice, tamarind toffee, herbal medicines using tamarind tree bark to prevent from red-eyes monsoon disease etc. Respective authorities should help giving training, technical knowhow, soft loan to run SMEs, tour guides training course etc.
4. Most importantly, in order for new graduates to equip with life skill, when final year students focus on research papers, from the first year to third year students can engage in creating many school projects under different themes. These include: Giving back to the society projects; Buddy Training Program; Reading Hubs etc. Their performance should be given credit either some score allocations for social skill or create a stamp booklet. Students require to collect stamps from teachers by showing each activity they contribute to the society, such as giving moral support to orphans, knowledge sharing to villagers, teaching how to use computer, speaking English, story-telling to orphans and children through reading hubs etc. Through youth language, they enjoy buddy to buddy learning atmosphere in sharing knowledge. Buddy training 10 hours English class can be any motivating topic such as football talk, world cups or tournaments or new innovations whatever, students can create self- directed learning skill.

While the term “21st century skills” is widely used, there are some other alternative terms, including applied skills, cross-curricula skills, cross-disciplinary skills, interdisciplinary skills and many other terms. No matter how differs the terminology, they are all closely associated with 21st century learning. Since 21st century skill encompasses a wide ranging, the future of learning resources, curricula, and even teaching staff to survive for their dominant roles are unpredictable in this information technology age. Teachers may or may not keep abreast with rapid changing technology. On the other hand, students can learn extensively through borderless information technology. However, teachers are still role models, steering as pilots, as their coach, facilitator, mentor, leader to float together with students in the same boat to encounter the tremendous changes of the global challenges in educational institutions. Teachers are to swift their teaching style into flip classrooms, assigning to find information through online digital libraries, VDO clips, and e-books for class discussion.

As UNESCO definition put it, Education for Sustainable Development (ESD) empowers people to change the way they think and work towards a sustainable future. (The United Nations Decade of Education for Sustainable Development 2005-2014). Individuals and societies need to learn to live together sustainably. Quality education is momentous at all levels and in all social contexts, to transform society by reorienting education, developing knowledge, skills, values and behaviors needed for sustainable development. Sustainable Development Goals (SDGs) cannot be achieved by luck, but as Kishore Mahbubani put it, “*Educational excellence is an essential prerequisite for cultural confidence*” (Kishore Mahbubani, 1998, 2000, P.23). In his book “Can Asians Think” Mahbubani says “*Asian minds today no longer believe that only way to progress was through emulation of the West through copying; Asians believe they can work out their own*

solutions; Asians no longer consider the Western societies as their role models although most Asian leaders are graduates of Western Universities. Asians are now beginning to believe that they can attempt something on their own". (Kishore Mahbubani, 1998, 2000, P.23-24). He convinced us by saying "What Europe achieved yesterday, the developing world will achieve tomorrow "(Kishore Mahbubani, 1998, 2000, P.190). His initiatives are thought provoking to change our old mindset, old way of thinking and behavior. Likewise, Myanmar minds can attempt something for the future of our country. Myanmar students today are promising future of tomorrow if we nourish them well to equip with 21st century life skills, based on the solid ground of moral disciplines.

In order to reach the Sustainable Development Goals in 2030, we should prepare for educational excellence, to adapt changes in learning culture in line with education for sustainable development, allow students to bring case studies from various sources to apply in the class as alternative discussions, critical thinking and debate, pave the ways for students to steer self-direction, self-discipline to enhance their awareness of sustaining the environment, social, cultural values in CBT to overcome all the challenges for sustainable tourism. Thus, every stakeholder is beneficial and taking shared responsibility to protect Myanmar society for sustainable development.

Acknowledgements

First of all, we appreciate the conference organizing committee for giving us a floor to share our research. Next, we would like to show our gratitude to the NMDC principle professor Dr. Daw Tin Tin Htwe, for allowing us in adapting flexible self-directed learning approach and research -based learning to keep abreast with global education. We thank to the Dean as well as all faculty members of Tourism Management Department, and most importantly the final year BA (Tourism) students for their hard work in surveying, interviewing, and collecting data in CBT site and lastly, villagers and all participants from Ma Gyi Kan Village CBT site in Salay Town, Chauk Township, Magway Division.

References

- Bialik.M., & Fode.C. (2015) "Skills for the 21st Century: What students learn?" Center for Curriculum Redesign Boston, Massachusetts.
- Goodwin. H., & Santilli. R. (2009). "Community Based Tourism: a success?" ICRD Occasional paper, P.11.
- Mahbubani. K. (1998. 2000). "Can Asians Think?" Time Book International, Singapore.
- UN Human Development Report. (1990). New York. Oxford University Press
- UNEP and UNWTO(2005) "Making Tourism More Sustainable - A Guide for Policy Makers" .P.11-12)
- <http://www.ssfindex.com/>
- www.icrtourism.com
- <https://www.globalgoals.org/>
- <https://sdt.unwto.org/content/about-us-5>
- <https://en.unesco.org/iyst4d>
- <http://www.andamandiscoveries.com/press/press-harold-goodwin.pdf>
- <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>
- <https://www.sustainabilitydegrees.com/what-is-sustainability/sustainable-society/>
- http://www.unesco.org/education/tlsf/mods/theme_c/mod16.html